



# ZAHRA GRAMMAR SCHOOL

— ANNUAL REPORT —

# 2025



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EST. 2018

# CHAIRMAN'S MESSAGE



Dear Members of the Zahra Grammar School Community, Assalamu Alaikum Wa Rahmatullahi Wa Barakatuh,

With sincere gratitude to Allah (SWT), I am pleased to present this message as we reflect on another successful year at Zahra Grammar School. The year 2025 has been one of continued progress, achievement, and unity as our school community worked together to strengthen our commitment to educational excellence and Islamic values.

Our vision has always been to provide a learning environment where students are inspired to excel academically while developing the character, integrity and compassion that define outstanding Muslim citizens. Throughout 2025, we have witnessed our students embrace this vision with enthusiasm, demonstrating resilience, curiosity and respect in every aspect of school life.

The Board is proud of the continued growth of Zahra Grammar School and the significant progress made in enhancing teaching and learning, student wellbeing, and school facilities. These achievements reflect the dedication of our leadership team, teachers, support staff and the wider school community, all of whom work tirelessly to ensure that every child receives the highest quality education in a safe, nurturing and faith-centred environment.

I would like to express my heartfelt appreciation to our Principal, Dr Gulzar Khan, whose visionary leadership and unwavering commitment continue to guide the school with excellence and purpose. I also extend my

sincere thanks to our exceptional staff, whose professionalism, passion and care have played a vital role in the success of our students.

To our parents and families, thank you for the trust you place in Zahra Grammar School. Your ongoing partnership and support are fundamental to our success, and we greatly value the strong relationship we share in nurturing the next generation.

As we look towards the future, the School Board remains committed to investing in the continued growth of our school. We will continue to strengthen our educational programs, enhance our facilities, and plan strategically to meet the evolving needs of our community while remaining firmly grounded in our Islamic identity and values.

On behalf of the Zahra Grammar School Board, I thank every member of our community for your dedication, encouragement and support throughout 2025. Together, we have built a school that reflects our shared aspirations for excellence in education and character. In shaa Allah, we look forward to an even brighter future and to the many opportunities that lie ahead.

May Allah (SWT) continue to bless Zahra Grammar School, our students, our families and our staff with success, wisdom and barakah in all that we do.

Wassalamu Alaikum Wa Rahmatullahi Wa Barakatuh.

**Tahira Khan**  
**President, Zahra Grammar School Board**

# Message From The Principal



Assalamu Alaikum Wa Rahmatullahi Wa Barakatuh  
Alhamdulillah Rabbil 'Alameen.

As we reflect on the achievements of 2025, I am filled with gratitude to Allah (SWT) for His countless blessings upon Zahra Grammar School. This year has been one of continued growth, resilience and achievement as we remained committed to providing an education that nurtures academic excellence, strong Islamic values and the holistic development of every child.

Our students have embraced the opportunities presented to them with enthusiasm, determination and integrity. Whether in the classroom, on the sporting field, through creative pursuits or in service to the community, they have demonstrated the qualities we strive to cultivate—confidence, compassion, respect and a genuine love of learning. Their achievements are a reflection of their hard work, the guidance of their teachers and the support of their families.

I extend my sincere appreciation to our dedicated teaching and support staff, whose professionalism, care and commitment continue to make Zahra Grammar School a place where students feel valued, challenged and inspired. Throughout the year, our staff have worked collaboratively to strengthen teaching and learning, implement curriculum reforms and ensure that every student receives the support needed to reach their full potential.

I also wish to thank our parents and carers for their continued trust and partnership. The strong relationship between home and school is fundamental to our students' success, and your encouragement and involvement play an

invaluable role in helping our children flourish academically, socially and spiritually.

During 2025, we continued to enhance our educational programs, strengthen student wellbeing initiatives and invest in professional learning to ensure that our teaching practices remain innovative, evidence-based and responsive to the needs of our learners. These ongoing improvements reflect our commitment to continuous growth and excellence in all aspects of school life.

As we look ahead to 2026, we do so with confidence and optimism. Guided by our Islamic values and our shared vision, we remain committed to providing a safe, inclusive and inspiring learning environment where every student is encouraged to strive for excellence, develop strong character and become a positive contributor to society.

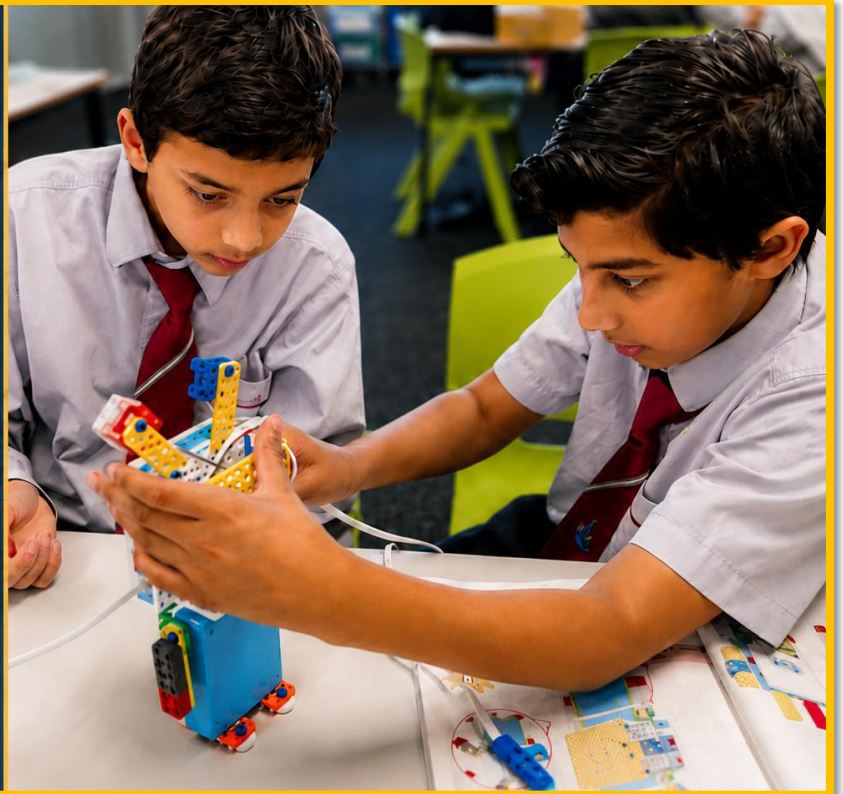
I would like to express my heartfelt thanks to our students, parents, staff, School Board and the wider Zahra Grammar School community for your unwavering support and dedication throughout the year. Together, we continue to build a school that is firmly grounded in faith, committed to excellence and focused on preparing our students for a bright and purposeful future.

May Allah (SWT) continue to bless our school community and grant success to all our students in their pursuit of knowledge and righteous character.

Wassalamu Alaikum Wa Rahmatullahi Wa Barakatuh.

**Dr Gulzar Khan**  
**Principal**  
**Zahra Grammar School**

# Contextual Information 2025



## School Profile

Zahra Grammar School is an independent, co-educational Islamic primary school located in Minto, New South Wales. Since opening in 2018, the school has continued to serve families across the Macarthur region by providing a Kindergarten to Year 6 education grounded in strong academic foundations and Islamic values.

In 2025, Zahra Grammar School continued to strengthen its primary school program and respond to the needs of a growing school community. As a Kindergarten to Year 6 school, Zahra Grammar remained focused on providing a nurturing primary school environment where students are supported academically, socially and spiritually.

## Our Identity and Values

Zahra Grammar School is committed to nurturing students who are confident in their faith, respectful in their interactions and motivated to achieve their personal best. The school's Islamic ethos is reflected in daily routines, classroom expectations, behaviour guidance, student wellbeing practices and relationships across the school community.

Students are encouraged to develop strong character, a love of learning, respect for others and a sense of responsibility. Through this approach, the school aims to support students in becoming compassionate, capable and principled young people who contribute positively to their families, school and wider community.

## Learning Program

Zahra Grammar School delivers the NSW primary curriculum across all Key Learning Areas, including English, Mathematics, Science and Technology, Human Society and Its Environment, Personal Development, Health and Physical Education, and Creative Arts.

This is complemented by Arabic, Qur'anic Studies and Islamic Studies, allowing students to develop academically, socially and spiritually. During 2025, staff continued to refine curriculum planning, assessment and differentiated teaching practices to support student progress and align with current NSW syllabus requirements.

## Student Community

Zahra Grammar School has a culturally and linguistically diverse student body. Many students

come from families where languages other than English are spoken at home, and this diversity is valued as an important part of the school's identity. Teachers support students through inclusive classroom practices, learning adjustments, differentiated instruction and strong partnerships with families.

### **Wellbeing and Engagement**

Student wellbeing remained a central focus throughout 2025. The school continued to promote respectful behaviour, positive relationships and a strong sense of belonging through assemblies, classroom routines, restorative conversations, wellbeing initiatives and whole-school expectations.

Students were also provided with opportunities to participate in sporting, cultural, religious, academic and community-based activities. These experiences supported student confidence, social development and engagement beyond the classroom.

### **Staff and Learning Support**

Zahra Grammar School is supported by dedicated classroom teachers, specialist teachers, learning support staff and administration staff who work together to meet the academic, social and spiritual needs of students. Staff collaboration, student tracking, family communication and professional learning continued to support school improvement throughout 2025.

The school remained committed to building staff capacity in curriculum implementation, student wellbeing, classroom practice and support for diverse learners.

### **Facilities and Future Growth**

In 2025, Zahra Grammar School continued to

improve its facilities and operational systems to support a safe, well-organised and connected learning environment. Improvements included upgraded perimeter fencing, enhanced speaker systems across the school site, improvements to the school phone system and the installation of high-capacity modems in classrooms to strengthen internet connectivity.

These improvements supported student safety, supervision, communication and access to digital learning resources. They also assisted staff in delivering lessons more effectively and contributed to the smooth daily operation of the school.

As enrolment demand continues, Zahra Grammar School remains focused on sustainable planning, responsible resourcing and future growth that supports high-quality primary education.

### **Family and Community Partnership**

Strong relationships with parents and carers remain a key strength of Zahra Grammar School. The school values regular communication with families through newsletters, parent-teacher interviews, written reports, meetings, school events and informal conversations.

Parents and carers are recognised as important partners in their children's education. This partnership supports the school's shared commitment to learning, faith, character development and student wellbeing.

### **School Life and Student Engagement 2025**

Throughout 2025, students participated in a range of classroom, wellbeing, sporting, cultural and faith-based activities. These experiences enriched student learning and strengthened connection across the school community

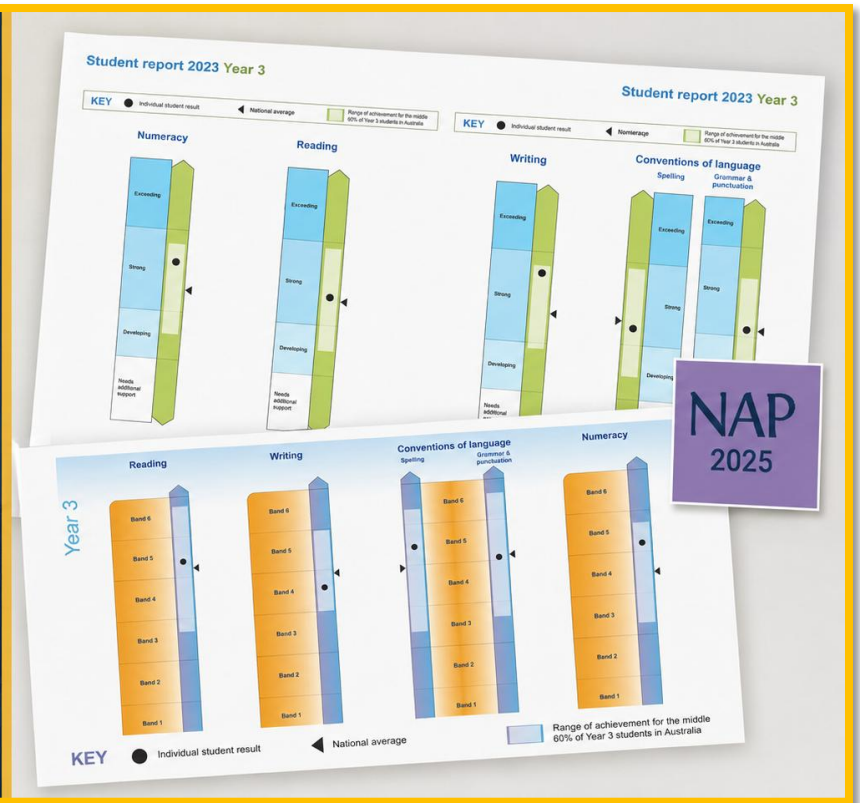
Families and community members are encouraged to view the school newsletters, which provide further visual and written highlights of student learning and school life during 2025:

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



# SCHOOL LIFE IN 2025

# NAPLAN Performance 2025

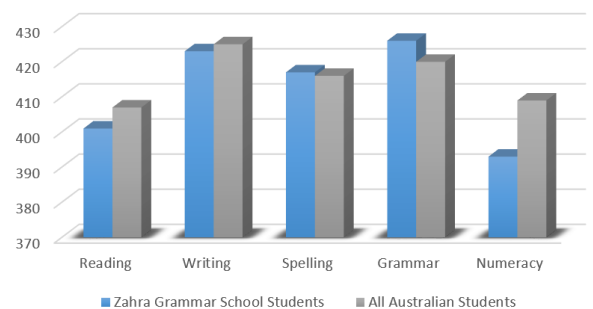


In 2025, Zahra Grammar School students in Years 3 and 5 participated in the National Assessment Program Literacy and Numeracy (NAPLAN). NAPLAN provides a point-in-time measure of student achievement in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.

The school uses NAPLAN data alongside classroom assessment, teacher judgement, student work samples and ongoing monitoring of progress to identify areas of strength and areas requiring further development. This information supports targeted teaching, learning support, extension opportunities and whole-school planning in literacy and numeracy.

Year 3 NAPLAN Results

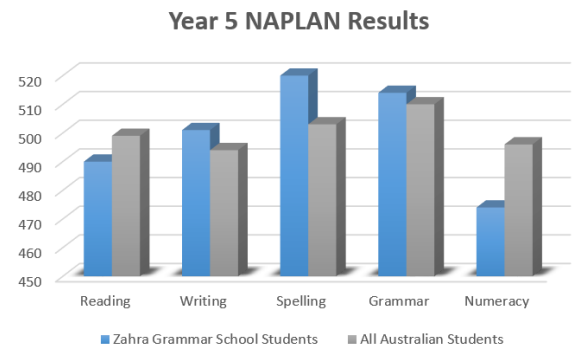
Year 3 NAPLAN Results 2025					
	Reading	Writing	Spelling	Grammar	Numeracy
Zahra Grammar School Students	401	423	417	426	393
All Australian Students	407	425	416	420	409



The 2025 Year 3 NAPLAN results show that Zahra Grammar School students performed close to national averages across the assessed domains. Students achieved particularly pleasing results in Grammar and Punctuation, where the school average was above the Australian average, and in Spelling, where the school result was also slightly above the national result. Writing was closely aligned with the Australian average, reflecting the school's continued focus on developing strong foundational literacy skills.

Reading and Numeracy remain important focus areas for continued growth. The school will continue to build student confidence and skill through explicit teaching, targeted small-group support, regular assessment and differentiated learning opportunities.

Year 5 NAPLAN Results 2025					
	Reading	Writing	Spelling	Grammar	Numeracy
Zahra Grammar School Students	490	501	520	514	474
All Australian Students	499	494	503	510	496



The 2025 Year 5 NAPLAN results demonstrate strong achievement in literacy. Students performed above the Australian average in Writing, Spelling, and Grammar and Punctuation, with Spelling being a particular area of strength. These results reflect the school's continued focus on structured literacy, vocabulary development, spelling, grammar and written expression.

Reading was close to the national average and will continue to be supported through guided reading, comprehension instruction, vocabulary development and exposure to quality texts. Numeracy has been identified as a priority area for further growth, and the school will continue to strengthen mathematical understanding, fluency, reasoning and problem-solving through targeted teaching and ongoing assessment.

### School Response to NAPLAN Data

Zahra Grammar School is encouraged by the 2025 NAPLAN results, particularly the strong literacy outcomes evident in Year 5 and the positive Year 3 results in Grammar and Punctuation and Spelling. The school will continue to build on these strengths while providing targeted support in areas identified for further development.

Following analysis of the 2025 NAPLAN results, Zahra Grammar School will continue to strengthen student achievement through:

- explicit and systematic teaching in literacy and numeracy;
- targeted small-group instruction for students requiring additional support;
- extension opportunities for students demonstrating strong achievement;
- regular review of assessment data during staff and stage meetings;
- differentiated learning activities across classrooms;
- refinement of English and Mathematics teaching programs;
- continued focus on mathematical reasoning, problem-solving and fluency; and
- ongoing professional learning in curriculum, assessment and evidence-informed teaching practice.

NAPLAN results form one part of the school's broader approach to understanding student progress. Zahra Grammar School remains committed to supporting every student to grow in confidence, skill and achievement across all areas of learning.

*Source: Australian Curriculum, Assessment and Reporting Authority, My School, 2025 NAPLAN results.*

# STAFFING AND PROFESSIONAL LEARNING



Zahra Grammar School maintained a committed team of teaching, specialist, administrative and support staff throughout 2025. Staffing arrangements were planned to support the learning, wellbeing and operational needs of students from Kindergarten to Year 6.

The school continued to support teachers at different stages of their professional journey through mentoring, professional learning, collaborative planning and accreditation support. Staff worked together to strengthen curriculum delivery, student wellbeing practices, classroom routines and support for diverse learners.

## 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

\*FTE refers to Full time equivalent staff.

At the time of reporting, Zahra Grammar School had no staff members who identified as Aboriginal and/or Torres Strait Islander.

## Teacher Accreditation Status

Status	No. of Teaching Staff
Conditional	3
Provisional	1
Proficient	11
Lead/Highly Accomplished	0

Zahra Grammar School continued to monitor teacher accreditation requirements and provide support to staff working towards or maintaining accreditation. This included guidance with NESA requirements, professional learning records, teacher reflection, evidence collection and mentoring where required.

### **Teacher Professional Learning**

Professional learning remained an important part of school improvement in 2025. Staff participated in a range of internal and external professional learning opportunities to strengthen teaching practice, maintain compliance requirements and support the implementation of school priorities.

Throughout the year, professional learning focused on improving classroom practice, supporting student wellbeing, strengthening curriculum delivery and ensuring staff remained informed of current legislative, safety and accreditation requirements. Teachers engaged in collaborative planning, professional discussion and reflection to support consistency across year levels and improve learning outcomes for students.

Key professional learning areas in 2025 included:

- child protection and mandatory reporting;
- student wellbeing and behaviour management;
- first aid, CPR, anaphylaxis and asthma training;
- curriculum planning and implementation of current NSW syllabus requirements;
- literacy and numeracy teaching strategies;
- differentiation and support for students with diverse learning needs;
- learning adjustments, individual learning plans and NCCD processes;
- assessment, reporting and use of Sentral;
- classroom technology and digital learning tools; and
- staff collaboration, planning and professional reflection.

Staff also continued to develop their understanding of how to use assessment data, classroom observations and student progress information to inform teaching and provide targeted support. Professional learning supported teachers in planning lessons that were responsive to student needs, inclusive of different learning abilities and aligned with curriculum expectations.

These professional learning opportunities contributed to safe, inclusive and well-managed learning environments across the school. They also supported staff in maintaining professional standards, strengthening teaching programs and improving whole-school consistency. Zahra Grammar School will continue to prioritise staff development as part of its commitment to student growth, curriculum improvement and whole-school excellence.

# Achievement Of Priorities 2025



Throughout 2025, Zahra Grammar School continued to work towards the priority areas identified in the 2024 Annual Report. These priorities focused on strengthening teaching and learning, supporting staff development, improving school systems and enhancing facilities to better support student learning, wellbeing and engagement.

The table below outlines the school's key areas of progress during 2025.

Throughout 2025, Zahra Grammar School continued to build on the priority areas identified in the previous annual report. The school's improvement work focused on strengthening teaching and learning, supporting student wellbeing, developing staff capacity, improving school systems and enhancing facilities and resources. These priorities supported the school's commitment to providing a safe, values-based and high-quality primary education for students from Kindergarten to Year 6.

## **Teaching and Learning**

In 2025, Zahra Grammar School continued to strengthen curriculum planning and classroom practice across the primary years. Staff worked to refine teaching programs in line with current NSW syllabus requirements, with a continued

focus on English and Mathematics. Teachers used NAPLAN results, internal assessment data, classroom work samples and professional judgement to identify student strengths and areas for further development.

Literacy remained an important area of focus, with attention given to spelling, grammar, writing, reading comprehension and vocabulary development. Numeracy was also identified as a key area for continued growth, with staff working to strengthen explicit teaching, mathematical fluency, reasoning and problem-solving. The school continued to support students through differentiated classroom instruction, targeted small-group support and learning adjustments where required.

Digital learning also remained part of the school's improvement work. Upgraded classroom connectivity supported the use of technology for teaching, learning, assessment and communication, helping staff provide more flexible and engaging learning experiences for students.

## **Student Wellbeing and Engagement**

Student wellbeing remained central to the work of Zahra Grammar School in 2025. The school continued to promote respectful behaviour,

positive relationships, student responsibility and a strong sense of belonging. Wellbeing practices were supported through classroom routines, assemblies, teacher-student relationships, restorative conversations, behaviour expectations and communication with families.

Students participated in a wide range of school activities that supported engagement, confidence and connection. These included Harmony Day, Bullying No Way, Clean Up Australia Day, Literacy Week, Numeracy Week, Science Week, 100 Days of Kindergarten, assemblies, sporting activities, incursions, excursions, Islamic events, classroom celebrations and student achievement initiatives. These experiences enriched student learning and contributed to a positive school culture.

The school also continued to monitor attendance and follow up on student absences in partnership with parents and carers. Regular attendance remained a key focus, as it supports student learning, wellbeing and connection to school.

### **Staff Development**

Zahra Grammar School continued to invest in staff development throughout 2025. Teachers and support staff engaged in professional learning to strengthen curriculum knowledge, classroom practice, student wellbeing, assessment, reporting and compliance requirements.

Professional learning included areas such as child protection, mandatory reporting, first aid, behaviour management, curriculum implementation, literacy and numeracy teaching, student support, learning adjustments and the use of Sentral. Teachers were also supported with accreditation requirements through mentoring, professional conversations, evidence collection and guidance from school leadership.

Collaboration remained an important part of staff development. Staff worked together through planning discussions, meetings and professional dialogue to improve consistency across classrooms and support student progress.

### **School Systems and Governance**

During 2025, Zahra Grammar School continued to

improve school systems, procedures and communication processes. The school strengthened the use of Sentral for attendance, welfare information, student records, reporting and communication. This supported more consistent record keeping and improved access to student information.

The school also continued to review and strengthen processes related to attendance, behaviour, student wellbeing, learning support and parent communication. These improvements helped support clear expectations, timely follow-up and consistent practices across the school.

Communication with families remained a key priority. Parents and carers were kept informed through newsletters, reports, parent-teacher interviews, meetings, school events and direct communication with staff. These processes supported the school's partnership with families and helped ensure students were supported both at school and at home.

### **Facilities and Resources**

In 2025, Zahra Grammar School continued to improve its facilities and resources to support a safe, connected and well-managed learning environment. Key improvements included upgraded perimeter fencing, enhanced speaker systems across the school site, improvements to the school phone system and the installation of high-capacity modems in classrooms to strengthen internet connectivity.

These improvements supported student safety, supervision, communication and access to digital learning resources. They also contributed to the smooth daily operation of the school and assisted staff in delivering teaching and learning programs more effectively.

As enrolment demand continues, Zahra Grammar School remains focused on sustainable planning, responsible resourcing and future growth. The achievements of 2025 provide a strong foundation for the school's continued improvement priorities in 2026.

## 2026 PRIORITY AREAS FOR IMPROVEMENT

Zahra Grammar School remains committed to continuous improvement and the ongoing development of high-quality teaching, learning, wellbeing and school operations. The priority areas for 2026 have been informed by student achievement data, school review processes, staff reflection, parent and student feedback, curriculum requirements and the evolving needs of the school community.

In 2026, the school will continue to focus on strengthening student learning outcomes, supporting staff development, improving wellbeing systems, enhancing communication with families and planning responsibly for future growth.

### Teaching and Learning

In 2026, Zahra Grammar School will continue to strengthen curriculum delivery across Kindergarten to Year 6, with a particular focus on English and Mathematics. The school will continue refining teaching programs to ensure alignment with current NSW syllabus requirements and effective classroom practice.

A key priority will be strengthening numeracy outcomes through explicit teaching, targeted support, mathematical reasoning, problem-solving and fluency development. The school will also continue to build on literacy strengths by further developing students' reading comprehension, vocabulary, spelling, grammar and writing skills.

The school will continue to use NAPLAN results, internal assessment data, classroom work samples and teacher judgement to monitor student progress and plan differentiated teaching.

### Student Wellbeing and Engagement

Student wellbeing will remain a central priority in 2026. Zahra Grammar School will continue to strengthen whole-school approaches to positive behaviour, attendance, student belonging, respectful relationships and emotional wellbeing.

The school will further develop consistent wellbeing and behaviour procedures across classrooms and playground settings. Continued attention will be given to promoting student responsibility, Islamic character, respect, kindness and positive peer relationships.

Student engagement will also be supported through classroom learning experiences, assemblies,

leadership opportunities, sport, excursions, incursions, religious events, cultural celebrations and whole-school initiatives. The school will continue to provide opportunities that help students feel connected, confident and proud of their school community.

### Staff Development

In 2026, Zahra Grammar School will continue to support staff through targeted professional learning, mentoring and collaborative planning. Professional learning will focus on curriculum implementation, literacy and numeracy instruction, assessment, student wellbeing, differentiation and support for students with diverse learning needs.

The school will continue to support teachers with accreditation requirements and professional growth. Opportunities for staff collaboration, stage planning, classroom consistency and professional reflection will remain important areas of focus.

### School Systems and Communication

Zahra Grammar School will continue to strengthen school systems and communication processes in 2026. This will include ongoing refinement of Sentral use for attendance, welfare records, academic reporting, parent communication and student information management.

The school will continue reviewing policies and procedures to ensure they are clear, consistent, compliant and aligned with the needs of students and families. Attendance monitoring, learning support processes, behaviour follow-up and parent communication will remain key areas for improvement.

### Facilities and Resources

In 2026, Zahra Grammar School will continue to review and improve facilities, resources and infrastructure to support safe, engaging and effective learning environments. The school will continue planning for future enrolment demand and the ongoing needs of a growing Kindergarten to Year 6 school.

Priority areas will include maintaining safe play and learning spaces, improving access to classroom resources, supporting digital learning infrastructure and continuing to plan for future facility needs.

# Student Enrolment And Attendance



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 Islamic ethos. The table below provides a breakdown of student enrolments by year level and gender for the 2025 school year.

Year Level	Boys	Girls	Total
Kindergarten	14	16	30
Year 1	9	20	29
Year 2	11	18	29
Year 3	11	20	31
Year 4	22	19	41
Year 5	13	26	39
Year 6	12	13	25
<b>Total</b>	<b>92</b>	<b>132</b>	<b>224</b>

## Student Attendance

Regular attendance is an important part of student learning, wellbeing and social development. At Zahra Grammar School, students are expected to attend school each day, arrive on time and participate fully in the learning program. The school works in partnership with parents and carers to encourage consistent attendance and to support students where attendance concerns arise.

Student attendance is recorded daily through Sentral. Full-day absences, partial absences, late arrivals and early departures are monitored by school staff. Parents and carers are required to provide an explanation

for student absences, and unexplained absences are followed up by the school. Attendance information is reviewed regularly to identify patterns of concern, including frequent lateness, repeated unexplained absences or extended periods away from school.

The table below shows student attendance rates for Kindergarten to Year 6 for the 2025 school year.

Year Level	Percentage
Kindergarten	92%
Year 1	89%
Year 2	90%
Year 3	93%
Year 4	91%
Year 5	93%
Year 6	89%
<b>Whole School</b>	<b>91%</b>

The attendance rates reflect the marked school days during the 2025 school year. Overall, student attendance across Kindergarten to Year 6 was **91.21%**. Attendance was strongest in Year 3, followed by Year 5 and Kindergarten. The school continues to monitor attendance closely and works with families to support regular attendance and student engagement.

## Management Of Student Non-Attendance

Zahra Grammar School has clear procedures for monitoring and responding to student non-attendance. Attendance is marked each school day, and parents are expected to notify the school when their child is absent. Where an absence is unexplained, the school follows up with parents or carers to obtain a reason and to ensure the student's wellbeing.

Students who arrive late are required to report to the front office before going to class. Students leaving early must be signed out by a parent, carer or authorised contact. Where a student is absent for an extended period, parents may be asked to provide supporting documentation, such as a medical certificate or an extended absence request.

When attendance concerns are identified, the school may take further steps to support the student and family. These may include:

- contacting parents or carers directly
- sending attendance concern letters
- meeting with the student and family
- reviewing the student's learning or wellbeing needs
- developing an attendance improvement plan
- referring the family to appropriate support services where required

These processes help the school respond to attendance concerns in a timely and supportive way, while promoting regular attendance and continued engagement in learning.



Zahra Grammar School maintains policies and procedures to support the safety, wellbeing and learning of all students. These policies guide the school’s approach to child protection, student behaviour, anti-bullying, complaints handling and enrolment practices.

The school regularly reviews its policies to ensure they remain current, practical and aligned with legislative and regulatory requirements. Key policies are made available to parents, carers and the wider school community through the school website at <https://zahragrammar.nsw.edu.au/policies/>

Policy	Summary / Changes in 2025
Academic Policy	The Academic Policy outlines the school’s expectations for curriculum delivery, teaching practice, assessment, reporting and monitoring of student progress. It supports alignment with NESA syllabus requirements and promotes consistent teaching and learning practices across Kindergarten to Year 6. In 2025, the school continued to use this policy to guide curriculum planning, assessment procedures and academic support for students.
Attendance Policy	The Attendance Policy sets out the school’s procedures for recording, monitoring and following up on student attendance. It outlines the shared responsibilities of parents, carers, students and staff in supporting regular attendance and punctuality. Attendance continued to be monitored through Sentral in 2025, with unexplained absences and patterns of concern followed up by school staff.
Enrolment Policy	Zahra Grammar School’s Enrolment Policy outlines the process for enrolling students from Kindergarten to Year 6. The policy includes application requirements, supporting documentation, interviews with school leadership and consideration of the family’s commitment to the school’s Islamic values and

	expectations. In 2025, the policy continued to guide enrolment procedures and decision-making.
Child Protection Policy	The Child Protection Policy outlines the school's responsibilities in relation to student safety, mandatory reporting, risk of harm concerns and appropriate conduct when working with children. The policy applies to staff, volunteers, contractors and others engaged by the school. In 2025, staff continued to complete child protection training and follow school procedures for identifying and responding to child safety concerns.
Complaints Handling Policy	The Complaints Handling Policy provides a clear process for parents, carers, students and members of the school community to raise concerns or complaints. The policy supports fair, respectful and timely resolution of concerns through informal and formal processes. In 2025, the school continued to encourage open communication with families and handled concerns in accordance with the policy.
Behaviour Management Policy	The Behaviour Management Policy reflects the school's commitment to maintaining a safe, respectful and positive learning environment. It is guided by Islamic values and promotes responsibility, respect, self-discipline and personal growth. The policy includes proactive classroom strategies, reflection processes, parent communication and support for students requiring additional behavioural guidance.
Anti-Bullying Policy	The Anti-Bullying Policy outlines the school's approach to preventing and responding to bullying, including verbal, physical, social and online bullying. It provides guidance on reporting concerns, investigating incidents and supporting students involved. In 2025, the school continued to promote respectful relationships, student wellbeing and safe use of technology.
Discipline Policy	The Discipline Policy sets out the school's approach to procedural fairness, parent involvement and appropriate consequences for serious or ongoing behaviour concerns. The policy confirms that corporal punishment is strictly prohibited and is not permitted or condoned by the school under any circumstances. Suspension and expulsion processes, where required, are managed through formal procedures that ensure fairness, documentation and communication with families.

Key school policies are made available to the school community through the school website, parent communication and the school office. The school will continue to review and update policies as required to maintain a safe, supportive and well-managed learning environment.

## Actions Promoting Respect And Responsibility



Zahra Grammar School is committed to developing students who demonstrate respect, responsibility, kindness and care for others. These values are promoted through the school's Islamic ethos, classroom expectations, student wellbeing practices, assemblies, teacher modelling and daily interactions across the school.

In 2025, the school continued to encourage students to show respect for themselves, their peers, staff, families and the wider community. Students were reminded of the importance of using respectful language, listening to others, caring for school property, following classroom and playground expectations, and taking responsibility for their actions and learning.

Respect and responsibility were reinforced through regular classroom discussions, behaviour expectations, Islamic Studies lessons, school assemblies and communication with families.

Teachers supported students to reflect on their choices, resolve conflict appropriately and understand the impact of their behaviour on others. Where needed, students were provided with guidance, reminders, restorative conversations and additional support to help them make positive choices.

The school also promoted responsibility through daily routines, student leadership opportunities, participation in school events, classroom jobs and expectations around punctuality, attendance, uniform, homework and care for belongings. These practices helped students develop independence, accountability and a stronger sense of belonging within the school community.

Zahra Grammar School will continue to strengthen a positive school culture where students are supported to act with good character, show respect to others and contribute positively to their learning environment.

# STAKEHOLDER SATISFACTION



Zahra Grammar School values feedback from parents, carers, students and staff, as it supports ongoing school improvement and strengthens the partnership between home and school. Throughout 2025, the school continued to engage with stakeholders through parent communication, staff meetings, school events, informal feedback, student interactions and regular contact between teachers and families.

## Parent and Carer Satisfaction

Parents and carers continued to express appreciation for the school's caring environment, Islamic values, communication with families and commitment to student learning. Families valued the school's focus on student wellbeing, academic development and respectful relationships between staff, students and parents.

The school continued to encourage open communication with families through phone calls, emails, meetings, parent-teacher discussions and school updates. Feedback received from parents and carers helped the school identify areas of strength and opportunities for further improvement.

## Student Satisfaction

Students were supported to feel safe, included and connected to their school community. Throughout 2025, students participated in classroom learning, Islamic Studies, school events, wellbeing discussions

and activities that promoted respect, responsibility and belonging.

Teachers continued to build positive relationships with students and encouraged them to take responsibility for their learning and behaviour. Student feedback was gathered informally through classroom conversations, teacher observations and student participation in school life.

## Staff Satisfaction

Staff continued to contribute to the development of a positive and supportive school culture. In 2025, teachers and support staff worked collaboratively to strengthen curriculum delivery, student wellbeing, assessment practices and school routines.

Staff were provided with opportunities to share feedback through meetings, professional discussions and planning sessions. The school acknowledges the dedication of its staff and their ongoing commitment to supporting students academically, socially and spiritually.

Overall, feedback from the school community reflected a continued appreciation for Zahra Grammar School's supportive environment, Islamic ethos and commitment to student learning and wellbeing. The school will continue to seek and respond to stakeholder feedback as part of its ongoing improvement processes.

# SUMMARY OF FINANCIAL INFORMATION

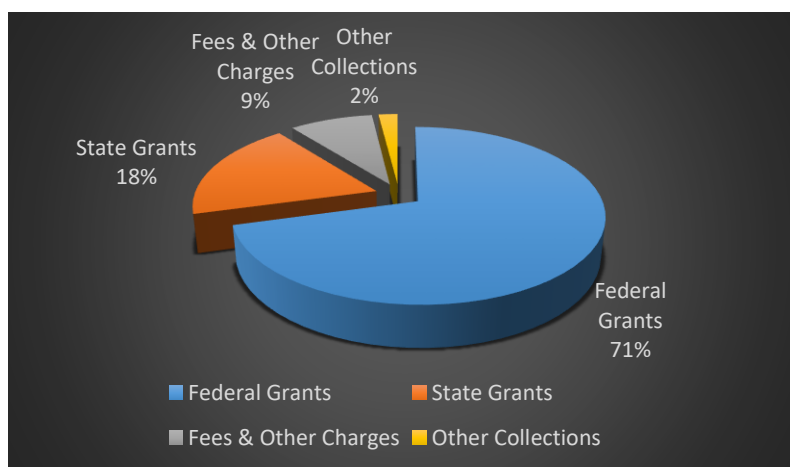


The period ending 31 December 2025

The tables and graphs below represent income and expenditure using percentages

## The School Income in Percentage

Description	%
Federal Grants	70.74
State Grants	18.59
Fees & Other Charges	8.68
Other Collections	1.99



Zahra Grammar School successfully completed its eighth year of operation from 1 January 2025 to 31 December 2025, with a total enrolment of 210 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 18%.

Student fees and charges made up approximately 9%, while the remaining 2% was sourced from other non-recurrent income.

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

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

## Expenditure & 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.

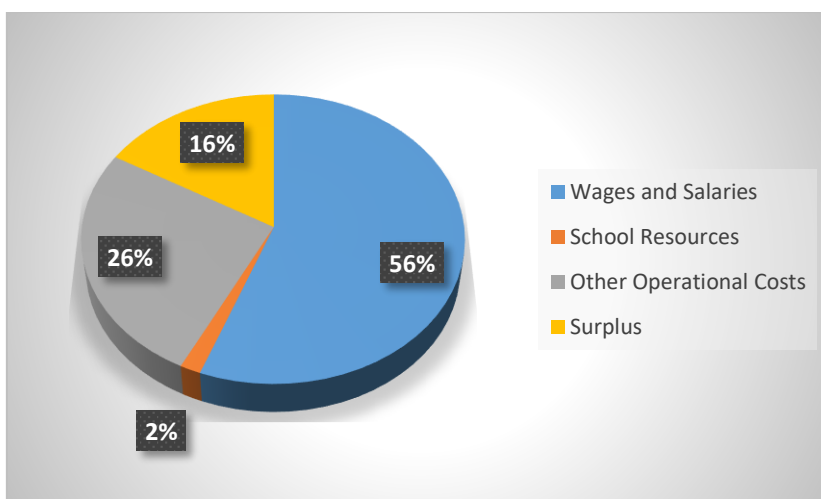
Teaching and learning resources make up 2% of overall expenditure. This investment highlights the school’s focus on equipping classrooms with appropriate materials, tools, and resources that enhance the learning experience. Prioritising these resources supports effective teaching practices and contributes 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	2%
Other Operational Costs	26%
Surplus	16%

Zahra Grammar School Expenses & Surplus for the Year 2025





Zahra Grammar School

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# Annual Report 2025



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