

# AL ZAHRA COLLEGE



# ANNUAL REPORT 2009



# INTRODUCING AL ZAHRA COLLEGE

**A**l Zahra College commenced in February 1998 as an Independent Primary School to provide alternative education options for the growing Muslim community in Australia. The College presently caters for students from Preschool to Year 6. It is a coeducational school striving for excellence in holistic education, undertaken in an Islamic environment and with a commitment to internationalism. In 2010, a secondary girls' school will be established with the inaugural intake of Year 7.

The College motto Faith, Knowledge and Wisdom promotes excellence and quality learning in all areas of the curriculum, as well as within the Islamic faith, with particular attention to instilling high moral values in each student.

AZC is a candidate PYP (Primary Years Program) school, as well as an Interested MYP (Middle Years Program) school. The College curriculum also addresses the standards set out by the NSW Board of Studies in all Key Learning Areas. Additionally, the Arabic language, Islamic

and Quranic studies are offered to students. The inclusion of our ethos and values in the school's teaching programs provides all students with an opportunity to cooperate and work together in a harmonious environment, as well as understanding and appreciating the common ideals of the Islamic faith in a spirit of tolerance and understanding.

Al Zahra College provides a learning environment in which each student is able to develop an understanding and respect for his or her own cultural background and take pride in whom he or she is. Consequently, the ability for students to respect other cultures is strengthened. Islam, by its very essence, is multicultural and Al Zahra College seeks to imbue all students with high moral values and respect for all people.

Being an example of an Islamic educational option, Al Zahra College contributes positively to the cultural diversity of multicultural Australia and prepares students for effective participation, as Australian Muslims, in community life.

Al Zahra College acknowledges the traditional landowners, the Eora people. Since our establishment, a scholarship has been available for an Aboriginal student to undertake their school education at AZC.

Al Zahra College maintains the relevant data to comply with reporting requirements of the NSW Minister of Education and Training, as well as the Australian Department of Education, Science and Training.

This report includes the public disclosure of the educational and financial performance measures and policies of Al Zahra College.



## 2009 STAFF

Ahmad Mokachar	Chairman
Dr Ken Darvall	B.A., M. Ed Admin., Dip Teach. Dip Ab. Ed., Ed. D.
Dr David McGregor	B.A., PGDE (Primary), M.Theology, D.Arts
Mrs Ruth Hulbert	B. Ed, Certificate in Reading Recovery
Miss Alissa Jane Martire	B. Ed (Specialising in Early Childhood)
Miss Tania Dutrey	B. Teach (Primary)
Mrs Angela Iliadis	B.A., G Dip Ed, M. Ed, PGC. TESOL
Miss Raelene Quinton	B. Ed, Dip Teach. (Primary)
Mr Tristan St Clare	B.Sci, B.A, Dip.Ed
Mrs Sarah Jane Edwards	PGCE (Primary), B.A Hist. Arch Built. Enviro
Danielle Kalaizis	B. PDHPE
Sheik Mohammed Jaafar	Islamic Studies
Mrs Eman D'yab	Arabic Studies, B. Comp Science
Hussein Muslmani	B.A Comp Science
Mrs Wendy Wu	M. Lib
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# CHAIRMAN'S MESSAGE

2009 was another year of consolidation, growth and development at Al Zahra College. Key initiatives for development and/or implementation were:

- Primary Years Program (PYP);
- Upgraded website and intranet portals;
- Early Childhood program;
- Expanded after-school activities program;
- Improved sports program; and
- Expansion of the Learning Support program.

In 2008, Al Zahra College was registered as an Interested Primary Years Programme (PYP) School. The PYP was developed as a result of the vision and effort, sustained for over 10 years until 1997, of the former International Schools Curriculum Project (ISCP). In 1997 the responsibility for ownership and ongoing development of the programme was handed over to the International Baccalaureate.

The International Baccalaureate (IB) is an exciting set of educational programs offered in more than two thousand schools in over 120 countries around the world. The programs focus on student-centred inquiry based learning and global concerns. These challenge students to move out of their comfort zone - to undertake projects and areas of study that are new to them. They challenge students to think in sophisticated ways about the connections between ideas in different areas of study. They put learning into an international context.

As an Interested PYP School, AZC sought status as a 'Candidate School'. This involved staff training and curriculum development with a focus of establishing a Program of Inquiry. Why PYP? The focus is on inquiry learning and developing the student as an active learner and critical thinker. The main change will be on how students learn. Following a pre-authorisation by IB personnel in 2010, AZC will plan for authorisation from 2011 onwards.

Our website, [www.azc.nsw.edu.au](http://www.azc.nsw.edu.au), was updated in January. The focus of this upgrade was two-fold:

- ensuring the website is dynamic in terms of current information and details; and
- establishing student and parent intranet portals so that parents are kept informed and students can access school work and resources from home.

While there were some connection issues at times, many parents appreciated that they could access their child's homework from the student portal or the latest newsletter or parents' bulletin online.

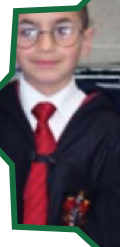
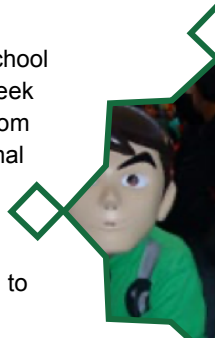
An Early Childhood program that catered for preschool students and long daycare needs opened in January. This

important initiative, Al Zahra Kingdom, a key stage within our 20-year strategic plan, aimed to provide the perfect platform for students to commence their formal primary education with confidence and ensuing success. Initially, enrolments were slow, however, the caring and exciting learning environment that we provided to our youngest students and their families soon saw enrolments increase to waiting lists being established. Importantly, as a preschool environment provides school readiness opportunities for 3-5 years-old students, Al Zahra Kingdom will implement the Early Years component of the Primary Years Programme.

Additional activities were included in the AZC after school activities program. Conducted over three days per week for seven weeks each term, this program operated from 3.45 – 4.45pm and offered students, who have minimal involvement in community recreational programs, an opportunity to participate in activities, such as minigames, taekwondo, aerobics, Arabic support and art. Usually, up to 30 students from Kindergarten to Year 6 would participate in each session.

A sports program should be more than just playing soccer, although most students, especially boys, would be happy to do just this. So another important initiative was to become a member school of the All Suburbs Independent Schools Sports Association (ASISSA). This membership allowed talented athletes to compete at a higher level with the ultimate reward of gaining NSW representation in major sporting activities. Over the course of the year, we entered students into the regional athletics and cross country carnivals. This was a great opportunity for those participating students.

Additionally, we entered a Primary Boys team and a Primary Girls team in the termly interschool competitions under the auspices of ASISSA West. This group of schools comprised similar Islamic schools and students participated in t-ball (Term 1), soccer (Term 2) and netball (girls, Term 4) and AFL (boys, Term 4). The introduction of new games (t-ball, netball and AFL) moved students out of their comfort zones and required them to develop neglected essential skills, such as catching, throwing and striking. Students enjoyed and thrived on the challenges provided and the older students' enthusiasm generated a lot of interest from our younger students who were also very keen to become involved in these new exciting games. Our teams played in the right spirit, demonstrating good teamwork and strong skills throughout each of the





competitions. The Primary Boys won each of their competitions while the Girls Team were runners up in soccer and won the Term 4 netball competition in a tightly contested final against Arkana.

Our sports program was enhanced also by the reintroduction of a swimming program. However, it must be noted that the logistics of segregated swimming in the Primary classes provide difficulties, such as coordination of classes, pools and transport.

Learning support is an important priority for us and in 2009 AZC initiated a new strategy in which we employed school counsellors introduced two days per week and parent sessions, as well as psychological and

behavioural assessments for identified students. To further enhance this strategy, and assist our families, we introduced motivational newsletters and 'Helping Your Child at Home' brochures to give them ideas how parents can help their children at home.

I accepted an invitation from the Australian Ambassador to Iran to meet prominent people in Teheran and other parts of Iran. I had the opportunity to relate the opportunities that our students have as primary school students. In highlighting these experiences, I detailed our proactive involvement in interracial harmony and multicultural activities within the St George district.

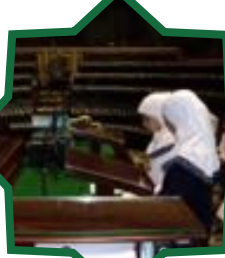
Al Zahra College marks its annual dinner on the 15th Shabaan, the birth of our awaited saviour, Imam Mahdi. In 2009, we held the event at AZC where guests had the opportunity to see the future developments of the college.

We also celebrated the birth of our Lady Fatima Al Zahra and this auspicious occasion was marked by the special celebration called the Hijab Celebration for our upper primary girls and their mothers. The event was held at AZC with a special dinner and presentation. The importance of Lady Fatima and the celebration of her gifts and life are of vital significance to our college community.

2009 comprised a year full of opportunities and new beginnings. We have come a long way and I am happy with what we have achieved so far from our 20-year plan.

*Ahmad Mokachar  
Chairman, Al Zahra College*





# PRIME MINISTER'S NOTES

It was very exciting start the new school year as the Prime Minister of Al Zahra College. Our first assembly was dedicated to school leadership and I was officially sworn in and addressed as the Prime Minister. In February, Year 6 visited the NSW Parliament and I felt quite at home as we held an AZC session in the NSW Legislative Assembly.

Every year, I seem to think is the best year of school. But this year I know will be remembered as very special as I has the opportunity to take a key role in decision making and participate in wide-ranging events. This was not just a singular experience but was shared my peers in Year 6 who also fulfilled roles within the AZC Parliament.

The Sports Minister made us feel proud by highlighting the success of our undefeated Senior Primary Boys teams in all sports during the 2009 interschool sporting competitions.

The Welfare Minister encouraged all students to contribute generously to various charities, such as the Red Shield Appeal, Red Nose Appeal, Jeans for Genes Day, Jump Rope for Heart, as well as the orphans whom we support annually.

One significant personal experience for me was being involved in the Interschool Harmony Group that allowed me to meet and work collaboratively with Principals and students from other schools, including government, catholic and independent. The visits to these other schools made me appreciate the special buildings and facilities that we have at AZC. I thank my parents for choosing Al Zahra College for my schooling.

I had the opportunity, along with all of Year 5 and 6 students, to visit Queensland as our major excursion for 2009. Having visited three states in Primary School (Victoria, Queensland and the Australian Capital Territory), I look forward to future opportunities as a secondary student at AZC to visit other Australian states and possibly some international destinations.





It was with enormous pride that I accompanied our Governor-General, Hassan Hamdan, to the All Schools ANZAC Day Memorial Service held at the Sydney cenotaph. On behalf of AZC, we laid a wreath in memory of all fallen soldiers who served Australia.

In Term 4, I accepted an invitation with Zehra Hamid from CEFA to debate the role of civic education in schools in front of a distinguished audience, including Justice Kirby and former NSW Premier, Bob Carr. I also had an opportunity to meet Thomas Kenneally, and former Justice Barry O'Keeffe, who congratulated us on our inspiring debating efforts.

During the course of the year, several bills were debated and ratified by the AZC Parliament. These included: the Fun Day bill; lunch time activities; the Ramadan Bill; the school blazer bill; the special events timetable, the swimming bill; and the wet weather bill.

2009 concluded with a special Year 6 Graduation Dinner and Ceremony which we organised at the Sahara Restaurant at Sans Souci. This event provided us with a special time to reflect on our great adventure to date and allowed us an opportunity to show our appreciation to AZC for the incredible learning experiences that were provided for us.

*Rayanne Khalife  
Al Zahra College Prime Minister*



# NAPLAN TESTING

**F**or the second year running, the National Assessment Program – Literacy and Numeracy (NAPLAN) tested all students in Years 3 and 5

to develop benchmarks and evaluate individual progress. Four tests covering Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy were conducted across Australia on three days over the same week. Each test is between 40 and 50 minutes long and students are to be congratulated for their efforts and determination.

The tables shown here indicate the percentage of students in each year whose test performance scored them at or above the national minimum standard. NAPLAN tests are one way of measuring the progress students are making, however, many other assessment techniques are utilised by teachers on a regular basis to record and evaluate teaching and learning.

For more information on NAPLAN go to: [www.naplan.edu.au](http://www.naplan.edu.au)

## Year 3

Aspect	Percentage at or above minimum standard
Reading	96
Writing	100
Spelling	96
Grammar & Punctuation	100
Overall Numeracy	92

## Year 5

Aspect	Percentage at or above minimum standard
Reading	95
Writing	100
Spelling	100
Grammar & Punctuation	95
Overall Numeracy	95







# UNSW INTERNATIONAL TESTING

**T**hirteen student from Years 3 – 6 took on the task to represent Al Zahra College in the University of New South Wales' International Competitions and Assessments for Schools (ICAS) conducted by Education Assessment Australia (EAA).

ICAS papers assess the skills students require to address the curriculum in English, Mathematics, Science, Computer Skills, Writing, and Spelling.

15 Credits and 3 Distinctions were achieved and we congratulate our students and their teachers.

For more information on ICAS or EAA please visit:  
[www.eaa.unsw.edu.au/about\\_icas](http://www.eaa.unsw.edu.au/about_icas)

# TEACHER STANDARDS

**T**his table shows the total number of staff responsible for delivering the curriculum as described by the Education Act 1990, and in terms of standard of professional competence as determined by the Minister for Education and Training.

Teachers who have the teaching qualifications from a higher education institution within Australia or as recognised within the guidelines of the National Office of Overseas Skills Recognition (AEI-NOOSR)

11

Teachers who have the teaching qualifications from a higher education institution within Australia or as recognised within the guidelines of the National Office of Overseas Skills Recognition (AEI-NOOSR), but lack formal teacher education qualifications:

2

Teachers employed in NSW before 1 October 2004 who do not have qualifications as described above, but have relevant successful teaching or appropriate knowledge relevant to the teaching context:

0

Total Number of Teachers:

13

# TEACHER ATTENDANCE AND RETENTION

The average attendance rate per member of teaching staff was 96.7%.

Teaching staff attendance is determined by calculating the average number of days absent due to illness, family and community service, injury (Work Cover) and leave without pay. Long term absences, such as maternity leave, long service leave or annual leave are not included.

The retention rate of teaching staff from 2008 continued to 2009 was 85%.

The teaching staff retention rate is measured as the percentage of teachers who continued to be employed at Al Zahra College from the 2008 to 2009 academic year relative to the total number of staff in 2007.



# PROFESSIONAL LEARNING

**E**ach year Al Zahra College staff participate in structured programs of teacher learning to enable them to maintain high professional standards. Programs are designed to support classroom learning, identify changes to reporting requirements, improve operational efficiency, upgrade computer skills, target values education, and enhance student welfare.

The following programs in professional training and development were undertaken by staff in 2009.

**Reporting**  
 AEDI\* Phase 1 Training  
 NAPLAN & SMART

**Welfare**  
 Anaphylaxis  
 Child Protection  
 Asthma Training Course  
 Early Childhood Education and Care- Regulation Impact Statement Forum

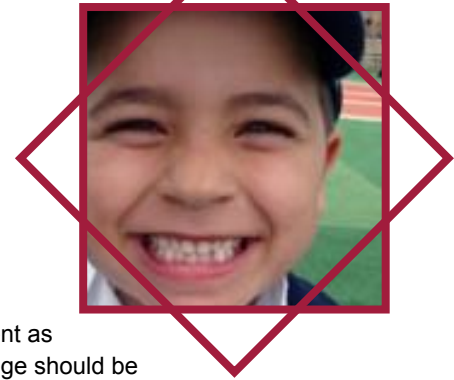
**International Baccalaureate®**  
 Making PYP\* Happen  
 IB Network meeting — PYP  
 IB PYP JALD — creative Arts  
 IB Network meeting/ Exhibition visit  
 PYP Visit Kings School Conference — AAIBS\*  
 Intro to the PYP for Administrators  
 JALD The Exhibition  
 IB Network meeting — MYP  
 The Written Curriculum  
 PYP exhibition workshop  
 PYP overview

**Curriculum**  
 Beyond the Basics - Numeracy  
 ESL Learners and the Mainstream Curriculum Course  
 Multilit Literacy Program  
 Football Coaching modified games

*\*PYP — Primary Years Program  
 AAIBS — The Association of Australian International Baccalaureate Schools  
 AEDI — Australian Early Development Index  
 IB — International Baccalaureate®*



# ENROLMENT POLICY



**A**l Zahra College is a comprehensive co-educational K-6 school providing an education underpinned by religious values and operating within the policies of the NSW Board of Studies. At Al Zahra College all applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school. Once enrolled, students are expected to support the school's ethos and comply with the school policies to maintain their enrolment.

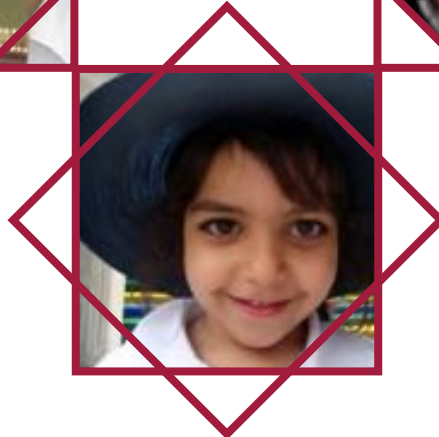
## Procedures

1. Applications for enrolment as a student of Al Zahra College should be made by the parent or guardian on the Expression of Interest form provided by the College.
2. Al Zahra College processes all applications according to the school's enrolment policy.
3. The College will consider each applicant's supporting statement and interview responses regarding their ability and willingness to support the school's ethos.
4. The College will consider each applicant's educational needs by gathering information and consulting with the parents/family and other relevant persons.
5. Through a screening interview, the College will identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
6. The College will inform the applicant of the outcome. Subject to availability, offers of a place will be made according to whether there are siblings of the student already at the school and the order of application. Continuing enrolment is subject to the student's adherence to school policies and payment of all school fees.



# 2009 ENROLMENTS

	Kinder.	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Boys	19	21	14	17	7	15	9	102
Girls	11	9	11	11	7	5	11	65
Total	30	30	25	28	14	20	20	167



# STUDENT ATTENDANCE

	Kinder.	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Overall percentage attendance in 2009	87	93.5	90.4	90.7	97.5	90.8	90.8	91.5

# STUDENT WELFARE

**A**l Zahra College seeks to provide a safe and supportive environment that:

- supports the physical, social, academic, spiritual and emotional development of students;
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development; and
- minimises risk of harm and ensure students feel secure.

We aim to have an holistic, cohesive and systematic approach to health and student well-being which will be reflected in curriculum, teaching and learning strategies, school organisation, policy, culture and service provision. We also seek to build strong, positive community links and partnerships. Consequently, Al Zahra College has in place a number of policies and procedures to provide for student welfare. Full details are available from the Main Office. Key excerpts from a number of policies form part of the Staff and Parents' Handbooks.

## Safety at School Policy including the Occupational Health & Safety Policy

Al Zahra College recognises its obligation to take all reasonable precautions to provide and maintain, so far as practical, an environment that is without risks for employees, students and visitors.

## Child Protection

Al Zahra College is firmly committed to the protection of children. Child protection is about safeguarding a child from exploitation in the workplace, a less than reasonable standard of care provided, emotional, sexual, physical and mental maltreatment, or economic neglect. Al Zahra College ensures that staff are trained at commencement in employment with regular refreshment of that training. Procedures to ensure the requirements of the four Acts that relate to Child Protection in NSW are in place.

## Critical Incident Management

Al Zahra College has certain responsibilities by law for the duty of care of staff, students and visitors to the College. Procedures are in place in the event of an emergency.





# STUDENT DISCIPLINE

**A**l Zahra College is committed to encouraging very high standards of student behaviour in areas such as manners, dress and appearance; behaviour in the classroom and on

the sports field; correct use of the English language; respect for the property of others; and in the meeting of responsibilities. The small size, caring Islamic philosophy and employment of highly professional staff all help to foster at Al Zahra College, an atmosphere

where school discipline is based on mutual respect between teacher and students. The College policy and processes for student discipline is in the Staff Handbook. An appropriate outline of the policy and processes is also provided in the Parent Handbook.



# COMPLAINTS AND GRIEVANCES

**T**he College policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students.

These processes incorporate, as appropriate, principles of procedural fairness. The College policy and processes for complaints and grievances resolution is provided in the Staff Handbook. An appropriate outline of the policy and processes is also provided in the Parent Handbook.



# 2009 ACHIEVEMENTS



**T**hese improvement targets were addressed in 2009:

## Primary Years Programme (PYP)

As an Interested PYP School, AZC achieved status as a 'Candidate School'. This involves staff training and curriculum development with a focus of establishing an AZC Programme of Inquiry.

## Website and intranet portals

Our website, [www.azc.nsw.edu.au](http://www.azc.nsw.edu.au), was updated in January 2009. This upgrade ensured the website is dynamic in terms of current information and details. The student and parent intranet portals were established so that parents are kept informed and students can access school work and resources from home.

## Early Childhood program

The Early Childhood program commenced in January to cater for Preschool students and long daycare needs.

## After-school activities program

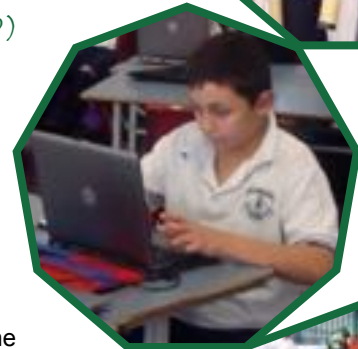
Additional activities were included in the after school program such as Quranic recitation, art and Arabic support.

## Sports program

Our sports program was improved by including swimming as a component (it must be noted that the logistics of segregated swimming in the Primary classes provide difficulties). Additionally, AZC joined ASISSA (All Suburbs Independent Schools Association) to allow students to compete at a higher level of sport, as well as participate in interschool sport.

AZC students competed in the ASISSA Athletics Carnival and Cross Country Carnival.

In the interschool sports competitions, the AZC Boys team won all competitions (tball-Term 1, soccer-Term 2 and AFL-Term 4). The AZC Girls team won the netball competition in Term 4.





# 2010 TARGETS



2010 will be another year of consolidation, growth and development at Al Zahra College. Important initiatives for school development and improvement will be:



## Establish Year 7;

The Secondary Girls School will open with its inaugural Year 7 class. The plan is to open an additional grade each year.



## Primary Years Program (PYP);

As a Candidate PYP School, AZC will undertake its Pre-Authorisation Visit to determine our stage of development. This will involve staff training and curriculum development with a focus of implementing a Program of Inquiry successfully.



## Middle Years Program (MYP);

As an Interested MYP School, AZC will implement an MYP approach in Year 7.

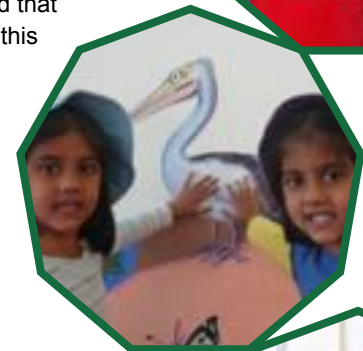


## AZC approach to literacy and numeracy;

A whole school approach to literacy and numeracy will be a priority to ensure a consistent approach and transparency across AZC.

## School Administration Software;

The installation of a new school administration software system will enable staff to access student data systems in a more effective and efficient way. It is anticipated that a new student reporting system will be integrated into this administration software in 2011.



## Early Childhood program;

The Early Childhood program that will cater for Preschool students will implement the PYP Early Years component.



# INITIATIVES PROMOTING RESPECT & RESPONSIBILITY

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Al Zahra College recognises the importance of core values to our school community. Our values represent a concern for excellence, equity and the promotion of a caring, civil and just society. During 2009, AZC instigated and enhanced initiatives and programs that promote respect and responsibility.



## Fundraising for Charity

Students actively supported national fundraising efforts through various events to provide significant contributions towards cancer research, sudden infant death syndrome research, the Heart Foundation, and other charitable causes.



## Hijab Ceremony

Al Zahra College celebrates the auspicious birth of our beloved Lady Fatima Al Zahra (AS). On this special occasion, girls from Year 4 participate in the Hijab Ceremony that marks the time when a girl has attained the age of maturity and undertakes her religious obligation to Allah (SWT). This beautifully presented ceremony is attended by mothers and their daughters from Kindergarten to Year 6.



## Walking Safely to School

This program promoted the environmental advantages and disadvantages of using transportation. In promoting a healthy lifestyle, students were provided with a healthy breakfast consisting of cereal and fruit.



## Clean Up Australia Day

Students were actively involved in this program within the Arncliffe area as part of our HSIE program.



## Ashurra

AZC is a central venue for this commemoration that is closely linked to social justice, care, compassion and a fair go.





### AZC School Parliament

In order to provide Year 6 students with hands-on experience of a parliamentary system, elections were held in November 2008 for the AZC Parliament. Within the AZC model, students fill the positions of Governor-General, Prime Minister, senior government ministers, as well as an Opposition Leader, shadow ministers and representatives. Staff form the Senate to ratify bills into law. Importantly, leadership opportunities are experienced by as many students as possible by the time they have completed their primary schooling.



### Interschool Harmony

For the seventh year, this group involves two government, two Catholic and two independent schools working together to promote the concept of cultural harmony within our communities. Harmony Day was celebrated at Arncliffe Park with a noticeable increase of parents in attendance. Teachers' Day was celebrated at Al Zahra College in conjunction with the AZC Annual Art Show.



### Iftar Dinner

During Ramadan, an Iftar dinner was held for the AZC Community. On this occasion, they shared a supplication, prayer and meal together on the night of the birth of our beloved Imam Hassan Al Mujtaba and the 15th of Ramadan. The Board of Directors and staff were honoured to serve the community and be at their service on this important night.

### St Brendan's School Visit

These visiting students attended the prayer session to observe our students pray and then they shared lunch and played together.



# SCHOOL PARLIAMENT

Student leadership has been a priority area for development at AZC since its inception. All students (Kindergarten - Year 6) have the opportunity to exercise formal leadership tasks and responsibilities.

Each semester, class elections are conducted to select class captains - a boy and girl for each class. These leaders are inducted formally at a school assembly. During the period of their tenure, these school leaders undertake class and college responsibilities.

In the early years of AZC, a Student Representative Council that comprised these class leaders would meet regularly to discuss College issues and organise student-led initiatives. Units of inquiry and excursions have been scheduled for Years 4-6 to promote civic education and provide a practical understanding of local, state and federal government structures.

In order to provide Year 6 students with hands-on experience of a parliamentary system, elections were held in November 2007 for the inaugural AZC Parliament that was established in 2008, along the lines of the Australian Federal Parliament.

Within the AZC model, students fill the positions of Governor-General, Prime Minister, senior government ministers, as well as an Opposition Leader, shadow ministers and representatives. Staff form the Senate to ratify bills into law.

Importantly, as many students as possible experience leadership opportunities by the time they have completed their primary schooling.

## 2009 Process

### Parties

Three political parties operate within the AZC Parliamentary Model – Faith, Knowledge, Wisdom – AZC's motto. Year 6 students choose which party they wish to join and represent during the 2009 sittings.

### Positions

Based on 22 students, the following positions were filled:

GOVERNMENT MEMBERS	OPPOSITION MEMBERS	APPOINTED
PRIME MINISTER	OPPOSITION LEADER	GOVERNOR GENERAL
DEPUTY PM (TREASURER)	SHADOW TREASURER	SPEAKER
EDUCATION MINISTER	SHADOW EDUCATION	DEPUTY SPEAKER (HANSARD)
WELFARE MINISTER	SHADOW WELFARE	SERGEANT – AT – ARMS
SPORTS MINISTER	SHADOW SPORTS	
ENVIRONMENT MINISTER	SHADOW ENVIRONMENT	
COMMUNICATIONS MINISTER	SHADOW COMMUNICATIONS	
SPECIAL EVENTS MINISTER	SHADOW SPECIAL EVENTS	
COMMUNITY AFFAIRS MINISTER	SHADOW COMMUNITY AFFAIRS	

### Roles

Governor General: public figurehead of the AZC Parliament; Prime Minister: leader of the Government; Opposition Leader: leader of the opposition parties; Deputy Prime Minister (Treasurer): Deputises for PM; responsible for finance; Education Minister: responsible for education matters; Welfare Minister: responsible for welfare (including discipline) issues; Sports Minister: responsible for sporting aspects; Environment Minister: responsible for school and community environmental issues; Communications Minister: responsible for communicating parliamentary news; Special Events Minister: responsible for coordinating special events/occasions; Community Affairs Minister: responsible for coordinating community activities; Shadow Ministers: responsible for bringing concerns to the attention of the government; Speaker: responsible for the control of parliamentary sessions; Deputy Speaker (Hansard Reporter): responsible for parliamentary records; Sergeant – at – Arms: responsible to Speaker for proper conduct of members.

### Representatives

Each semester, class elections are conducted to select class captains - a boy and girl for each class. These leaders are inducted formally at a school assembly. During the period of their tenure, these school leaders will be their class representatives at parliamentary sittings.

### Expectations

Each elected representative is expected to be a role model for other students by:

- respecting and demonstrating Islamic values and beliefs;
- offering their service and help to other students so as to make Al Zahra College a happy environment.
- being honest;
- putting their best effort into everything they attempt;
- wearing the correct uniform;
- being in the right place at the right time;
- respecting staff, students and visitors;
- respecting school property and the property of others;
- completing all leadership duties with enthusiasm and commitment; and
- as a result of their efforts, they will contribute to the fine reputation of Al Zahra College.

### Sessions

Parliamentary sessions are conducted on a fortnightly basis. Cabinet may meet on a weekly basis.



## 2009 PARLIAMENTARY ROLES ELECTION RESULTS

Governor General	Hassan Hamdan (K)
Prime Minister/Parents	Rayanne Khalife (F)
Opposition Leader	Ali Sleiman (W)
Deputy PM/Treasurer	Amani Farhat (F)
Education Minister	Wassim Kheireddine (F)
Welfare Minister/Year 6	Layla Hammoud (F)
Environment Minister	Fatima Boussi (F)
Communications Minister/Year 1	Essraa Tanana (F)
Sports Minister/Year 4	Bashar Al Dirani (F)
Special Events Minister/Staff	Fatima Darwish (F)
Shadow Treasurer	Ali El Saghir (W)
Shadow Education	Kawthar Karagully (K)
Shadow Welfare	Hassan Taleb (K)
Shadow Environment	Dana Diab (W)
Shadow Communications/Year 2	Imad Mohanna (W)
Shadow Sports/Year 3	Mustafa Al Gharib (W)
Shadow Special Events/Kindergarten	Soumaya Jomaa (W)
Speaker	Hamad Kassem (K)

### 2009 HOUSE CAPTAINS

Red	Bashar Al Dirani	Fatima Darwish
Blue	Wassim Kheireddine	Amani Farhat
Green	Mustafah Al Gharib	Fatima Boussi
Yellow	Kassem Hamad	Essraa Tanana

### CLASS CAPTAINS – SEMESTER 1

Kindergarten	Mohammad Ali Al Najar	Tara Youssef
Year 1	Ali H Jomaa	Eman Al Najar
Year 2	Jawad Tanana	Hanen Al Kahi
Year 3	Ali Saleh	Hanea Mohsen
Year 4	Karar Abu Al Kassim	Amenah Hamdy
Year 5	Mohammed Mansour	Sarah Khadaro

### CLASS CAPTAINS – SEMESTER 2

Kindergarten	Muhamad Hamdan	Zahraa El Zein
Year 1	Khalif Youssed	Sophie Shanaaz
Year 2	Mohammed Jomaa	Amane Abu Al Kassim
Year 3	Ali Ahmad Nasser	Maysa Sabra
Year 4	Jaffer Ali	Fatima Karagully
Year 5	Yussuf Rizvi	Fatima Sayad Ahmad



# CLEAN UP AUSTRALIA

Clean up Australia was an excellent opportunity to clean up our environment. Year 2 put on their gloves, had big garbage bags and cleaned around the school. We had fun and felt great keeping Australia clean.



# COMMUNITY WALK

Student leadership has been a priority area for development at AZC since its inception. All students (Kindergarten - Year 6) have the opportunity to exercise formal leadership tasks and responsibilities.

On Tuesday 16th February, Year 4 went on a community walk around Arncliffe. This is in relation to our Human Society and Its Environment topic called Co-operating Communities. The unit provides opportunities for students to explore ways in which environments and social systems and structures in local areas meet people's needs, influence the lifestyles of people and contribute to community identity.

The purpose behind this walk was for students to observe and identify aspects that are representative of the local community. The students showed awareness of their

local surroundings and were able to identify services within the community such as their local fire station, medical clinic, post office, local supermarket, a children's park and other important buildings.

Once back at class, students were then provided with a photocopy of a detailed map of Arncliffe where they were asked to locate a community facility on the map. Students were also asked to observe and remember street names so that if directions were asked, the exact location of that place can be found.

The students completed this activity well and displayed good behaviour whilst on the walk. A lot of enthusiasm was shown particularly with identifying street names and realising that community services such as a toilet block and a public telephone still provide people with a service but not having to have people serve you.



# HAVE YOU SEEN THE BUGS?

Year 3 certainly has! In Week 4 the students discovered the mysteries of bugs. Stick insects, phasmids, giant burrowing cockroaches, bird eating spiders, scorpions, millipedes, centipedes, silk worms, caterpillars, ants, aphids, assassin bugs, bed bugs, stink bugs, bees, beetles, lice, blow flies, flies, butterflies, dragonflies, cicadas, aquatic insects, dung beetles, crickets, earwigs, fleas, grasshoppers, lace wings, moths, saw flies, termites, water bugs and many other species.

the wider community about insects and other invertebrates.

Insects are vital to our survival, and most people have thought of them as pests and that they are disgusting. Yes some are, but that is less than 4%. That means there are hundreds and hundreds of insects, spiders, millipedes, scorpions, earthworms and molluscs that are working away, living out their own lives, pollinating our plants, aerating our soil and stopping the spread of disease.

To find out more about these fascinating creatures and their true importance, Year 3 will be doing more research as part of their Science and Technology unit "Mini-Worlds" and looking in their own backyards and other areas around the school to discover this truly fascinating world of bugs.



Insektus is an education based mobile insect workshop presented by "Bug Man" "Bug Lady". They visit Preschools, Primary Schools, High Schools, TAFE Colleges and Universities. Their aim is to educate and stimulate not only students, but also the parents and



# ABORIGINAL PRESENTATION

Shawn came to our school and gave a presentation about the Aboriginal culture. He brought in a variety of artifacts. His presentation was

both informative and entertaining. The best part of the presentation was when he threw boomerangs around the top playground.



# AZC SCHOOL REVIEW

The Al Zahra College community participated in the 2009 College Review that was conducted in November 2009. Using a Likert scale, respondents were asked to rate items (strongly agree; agree; disagree; strongly disagree) relating to: learning and teaching; student environment; leadership and management; community involvement; and the overall view of Al Zahra College.

## KEYS TRENDS IDENTIFIED

### Learning & Teaching

#### Strengths

- Student learning is relevant to their needs.
- Teachers encourage students to do their best.
- Students' reports are useful to parents.
- Parent/teacher interviews provide parents with sufficient information about their child's progress at school.
- Parents are satisfied with the Islamic Studies and Quranic programs.

#### Future Directions

- Parents would appreciate additional opportunities for students, teachers and parents to meet together to discuss student progress.

### Student Environment

#### Strengths

- Students enjoy learning at AZC.
- Students enjoy being at AZC.
- There is support for students if bullying or harassment occurs.
- Management of student behaviour is effective at AZC.

### Leadership & Management

#### Strengths

- AZC promotes its values.
- School buildings and grounds are well looked after.
- Parents are informed promptly if their child has a problem.

### Community Involvement

#### Strengths

- Parents feel welcome at AZC.
- The AZC Newsletter contains useful information for parents.
- Parents have opportunities to be involved in school activities if they so wish.



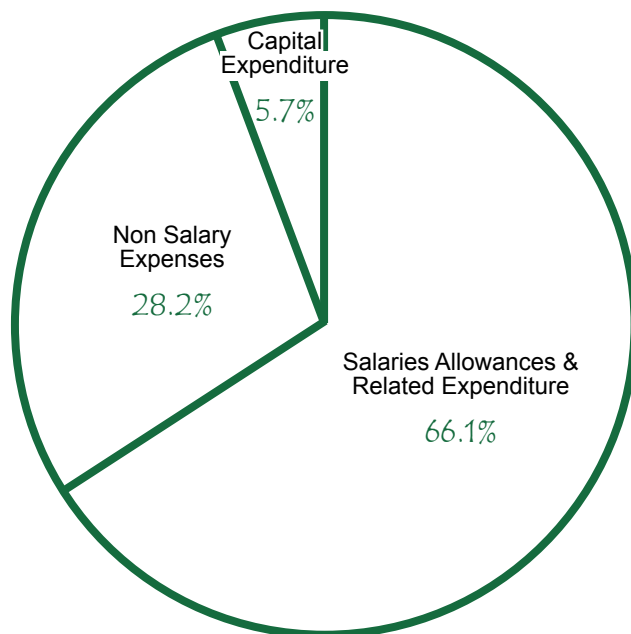
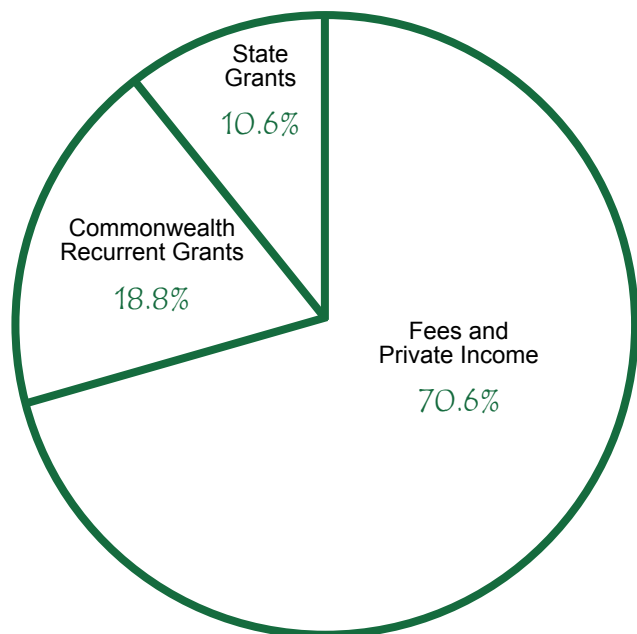


# INCOME AND EXPENDITURE



## Income

## Expenditure



Total Income \$4,640,484

Total Expenditure \$2,028,758

