

Al Zahra College

2010

Annual Report

Faith Knowledge Wisdom



Introducing
Al Zahra College





Al Zahra College is an independent school that commenced in February 1998 to provide alternative education options for the growing Muslim community in Australia.

The College presently caters for students from Preschool to Year 8 (with an additional secondary year group planned each year). The Preschool and Primary sections are co-educational, while the secondary class is for girls.

The College motto Faith, Knowledge and Wisdom promotes, in all students' endeavours, 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.

Al Zahra College is a Candidate PYP (Primary Years Program) school and a Candidate MYP (Middle Years Program) school. While AZC trials both IB (International Baccalaureate) programs, the College still addresses the standards and requirements set by the NSW Board of Studies in all Key Learning Areas. Additionally, Arabic language, Islamic and Quranic studies are offered to students.

The inclusion of our ethos and values in the college's teaching programs provides all students with an opportunity to cooperate and work together in a harmonious and collaborative environment, and to understand and appreciate 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 who 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.

Our Team

Ahmad Mokachar — Chairman

Dr Ken Darvall — Education Director
B A, M Ed Admin, Dip Teach, Dip Ab Ed, Ed D.

Mr David McGregor — PYP Coordinator
B A, Dip Ed.

Mrs Ruth Hulbert — Early Stage 1 Teacher
B Ed, Cert Reading Recovery.

Miss Claire Culley — Stage 1 Teacher
B Ed.

Miss Joanne Stanton — Stage 1 Teacher
B Teach.

Mrs Angela Iliadis — Stage 2 Teacher
BA, Dip Ed, M Ed, Cert Tesol.

Mrs Amber Mancuso — Stage 2 Teacher
B Ed (Hons).

Mrs Sarah Jane Edwards — Stage 3 Teacher
PGCE (Primary), B Hist Arch Built Enviro.

Mrs Lisa Sadruddin — Stage 3 Teacher
Dip Teach (Primary).

Mr Tristan St Clare — Science Teacher
B Sci, B A, Dip Ed.

Mrs Fatima Dirani — English & Arabic Teacher
B A, M Teach.

Miss Danielle Kalaizis — PDHPE Teacher
B PDHPE

Mr Georges El Haddad — HSIE and D&T Teacher
B A, M A, Dip Ed.

Mrs Eman D'yab — Arabic Teacher
B Comp Sci.

Sheik Mohammed Jaafar — Islamic Studies Teacher
B A, M A.

Mrs Wendy Wu — Librarian
B Lib. M Lib.

Mrs Anaya Matar — Administration

Ms Rania Ibrahim — Administration

Mr Hassan Salim — Caretaker

Mr Hussein Muslmani — IT Manager

Mr Hussein Hussein — IT Support

Faatemah Mokachar — Centre Director

Alissa Martire — Early Childhood Teacher
B Ed (Early Childhood).

Merna Mustapha — Childcare Worker

Zeinab Jaber — Childcare Worker

Mrs Margaret Goodwin — Speech Therapist

Mr Harry Nejad — College Counsellor
B Lib, B A, M Psych.

What's Inside

All NSW schools must participate in annual reporting to publicly disclose the educational and financial performance measures and policies of the school. The information required can be categorised into 12 reporting areas as outlined by the Board of Studies.

Reporting Area 1: Messages from key college bodies	
Chairman's Message	6
Prime Minister's Address	8
Reporting Area 2: Contextual information about the college	
Introducing Al Zahra College	2
Aspects of College Life	10
Reporting Area 3: Student outcomes in standardised national literacy and numeracy testing	
NAPLAN	18
UNSW International Testing	19
Australian Mathematics Competition	19
Reporting Area 4: Professional learning and teacher standards	
Professional Learning 2010	20
Teacher Standards	21
Reporting Area 5: Workforce composition	
Our Team	4
Teacher Attendance and Retention	22
Reporting Area 6: Student enrolment and attendance	
Enrolment	24
Attendance	25
Reporting Area 7: Enrolment policies and characteristics of the student body	
Enrolment Policy	26
Reporting Area 8: College policies	
College Policies	28
Reporting Area 9: College-determined improvement targets	
2010 Achievements	30
2011 Targets	31
Reporting Area 10: Initiatives promoting respect and responsibility	
Diversity & Harmony	32
Civics & Citizenship	34
Reporting Area 11: Parent, student and teacher satisfaction	
Al Zahra College School Review	36
Reporting Area 12: Financial Information Summary	
Income	38
Expenditure	39



Chairman's Message

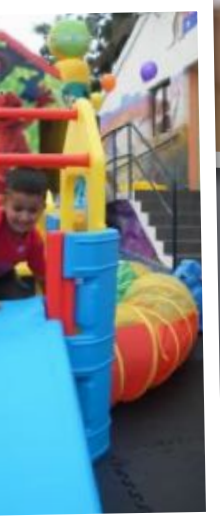
Our exciting decision in 2009 to become an International Baccalaureate (IB) Candidate School led to equally exciting progress in 2010. We welcomed officials for our pre-authorisation visit and received invaluable feedback. Teachers now look forward with confidence to their return in 2011, when we are hoping to become an authorised IB school. This difficult yet highly rewarding process would mean we will be fully accredited to offer the Primary Years Program, which focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

Another exciting development this year has been our Board of Studies registration for high school. I was thrilled to welcome our inaugural Year 7 class in Term 1 and have since secured registration for their return to Year 8, in 2011. This really means a whole

new era for Al Zahra College and, whilst we originally planned to develop a second stream primary program, the feedback from the community was overwhelmingly clear and the success of our first high school class is testament to the right decision being made. Besides, having had to say goodbye to our Year 6 graduates each year has been too hard to bear. Therefore, we revisited our Master Plan determined to find a way to make it happen. Unfortunately, due to site restrictions and the special needs of our community, we have only been able to offer enrolment to girls at this stage, but would love to cater for boys in the future. And so our Year 7 girls have led the way and, by all reports, flourished in 2010.

Our Early Learning Centre has also seen developments. With the employment of an Early Childhood trained teacher and the implementation of an Inquiry unit we have been able to offer two dedicated programs catering for children from ages 3 to 5. It has been an absolute delight to see such happy, engaged young children and hear their laughter around the college. The youngsters'





presence has been good for all students at the college, particularly those who have had opportunities to develop maturity and leadership skills in direct interactions with the children as part of planned class activities.

Of course, visitors in 2010 could not fail to notice the physical developments that have been underway. With the commencement of high school and the assistance of BER funding, a major construction project has been mapped that will transform Al Zahra College into an exciting, state-of-the-art, education facility. Our unique location constraints and the limited funding secured required some very careful planning and culminated in blueprints for a 3-stage, 3000sqm-plus build. Stage 1 of the build will be the BER-

funded multipurpose hall that we hope to complete at the end of 2011. Stage 2, aimed for completion in 2013, will see the creation of six specialised learning areas such as a science lab and art studio. The final stage of the build, wrapping up the project by the close of 2015, will include professional hospitality and food technology facilities and a general learning area with a contemporary, open-plan style.

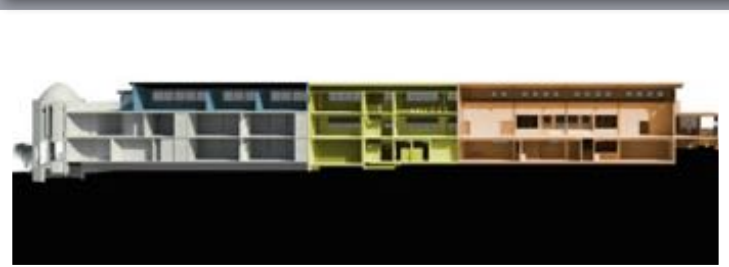
Finally, I would like to mention the opening in 2010 of our new Inquiry Centre. Located in the epicentre of our college, it is a digital, modern facility where classes may access a growing range of exceptional learning resources.



I would like to close by expressing my sincere appreciation to the entire Al Zahra College team, particularly Dr Ken Darvall, who took on extra responsibilities this year. I cannot thank each of you enough for the dedication, care and commitment shown towards our students every day of the year. May I also extend my appreciation to the College Board. Thank you for your continued support.

Ahmad Mokachar

Chairman, Al Zahra College



Prime Minister's Address

What a great experience to conclude my time here at Al Zahra. Being Prime Minister has been a great challenge and I now have a new appreciation for the democratic process and the demands faced by our elected leaders. I want to thank my fellow students for giving me their votes and entrusting me to the task. I'm proud to say that I worked hard to pass the bills of my party, even though some were unsuccessful. Well, that's politics, and I respect the decisions of the Senate.

I began my journey with Al Zahra College way back in Kindergarten and take many fond memories and experiences with me. At 12 years old I have seen more of Australia than many twice my age. My first trip in Year 4 to Milson Island Sport and Recreation Centre was my first experience sleeping away from home and we had a great time doing bushwalking, archery, and rock climbing. Then, one year later, I was aboard a plane to Queensland. What a fantastic trip that was! This year, we Year 6's visited the capital city of Australia and I felt like I was at home being the Prime Minister of Al Zahra College. It was not hard to believe that someday I could go from Prime Minister of a school to Prime Minister of an entire nation. We

visited Questacon, the Australian War Memorial and Parliament House. Travelling by bus, we were able to see some of the spectacular beauty of rural Australia along the way.

It is difficult for me to leave Al Zahra College and the many friends that I have made over the past 7 years. However, I have secured a place in a selective school where I hope to continue the challenging and rewarding education I have had so far.

Wessam Faour

Al Zahra College Prime Minister



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College Dux

Senior Boys Sports A

Junior Boys Sports A

Senior Girls Sports A

Junior Girls Sports A

Employee of the Year

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Al Zahra College 2010 Parliament

Cabinet		Opposition	
Prime Minister	Wessam Faour	Opposition Leader	Yussuf Rizvi
Sports Minister	Mohammed Saab	Shadow Sports	Zahra Abou Ghaida
Environment Minister	Fatima Sayed Ahmad	Shadow Environment	Fatima Hamid
Welfare Minister	Ali Chahine	Shadow Welfare	Ansam Al Taiff
Special Events Minister	Zeinab Khalife	Shadow Special Events	Humam Al Taiff
Finance Minister	Mahdi Sharafdin	Shadow Finance	Fatima Al Najar



Parliamentarians	Semester 1	Semester 2
Kindergarten	Ilyaan Raza Aya Faour	Mohamed Khalife Aaliya Ibrahim
Year 1	Muhammed Abu Al Kassim Saba Bazzi	Isaac Youssef Israa Nasser
Year 2	Reda Ali Medina Abdul Menhem	Khalil Youssef
Year 3	Mohammed Jomaa Amane Abu Al Kassim	Ali Hamdan Rayan Alawieh
Year 4	Mohamed Morad Hanea Mohsen	Ali Saleh Batoul Karagully
Year 5	Zain Ali Zahra Abou Ghaida	Hadi Mehdi Ghadir Al Ali
Year 6	Mohammed Mansour Zeinab Bazzi	Merwyn Salameh Zeinab Eid
Year 7	Fatima Bachir	Zehra Hamid

2010 Outstanding Achievements

Zeinab Bazzi	Junior Model Citizenship	Farah Haidar
Ibrahim Mohsen	Intermediate Model Citizenship	Hanea Mohsen
Ali Hamdan	Senior Model Citizenship	Imam Al Taiff
Zahra Abou Ghaida	Senior Scholarship	Ghadir Al Ali
Zeinab Hammoud	Junior Scholarship	Batoul Boussi
Mrs Wendy Wu		





Aspects of College Life



Sport

2010 was a very busy and exciting year of sport at Al Zahra College.

Students participated in the Active After Schools Program that has proven to be a success this year with involvement in the hundreds. The various sports and skills have given students the opportunity to demonstrate a vast amount of sportsmanship, teamwork and leadership throughout this program.

Al Zahra College competed in the ASISSA West interschool competitions in 2010. For the second consecutive year, the boys' team in T-Ball, oztag and AFL were undefeated in every game, while our girls won the T-Ball competition in Term 1. Al Zahra also won the inaugural ASISSA West athletics carnival at which Ali Hamdan (Junior Boys), Zeinab Hammoud (Junior Girls), Ibrahim Mohsen (Senior Boys) and Zeinab Bazzi (Senior Girls) were named divisional champions.

Throughout the year we have also had students who have represented Al Zahra College at a state or local representative level.

ASSISA Representatives:

Khalil Youssef – Swimming
Ahmad Sabra- Swimming
Zahra Abou-Ghaida- Swimming
Ibrahim Mohsen- Athletics
Ali Hamdan- Athletics

Sydney Representatives:

Yussuf Rizvi- Hockey

CIS Representative:

Ali Hamdan- Athletics

A special mention needs to be made to all the Futsal team members who competed in the June 2010 Bankstown Futsal competition. Fortunately we managed to win the Under 10 boys competition and made our way to the NSW Futsal Championships, where the boys played teams across NSW. This team consisted of: Ali Faour, Ali Saleh, Ali Ahmed Nasser, Bilal Matar, Bilal Chahine, Ali Hamdan, Ali Reda and Humam Al-Taiff.





Excursions and Incursio



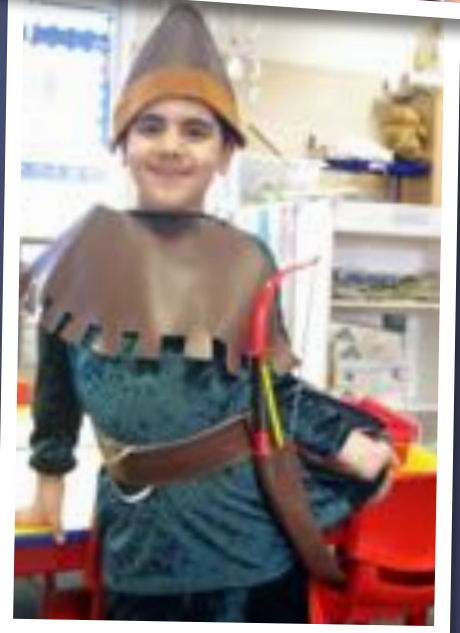
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Book Character Parade

This much anticipated annual event never fails to fill Al Zahra College with colour and good cheer. Everyone puts tremendous effort into their costumes with many fantastic results. You can always be sure to spot the odd superhero, princess or Potter in the crowd. And the winner on the day? Why the wonderful books that inspire us!





NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) tests all students nationally in Years 3, 5, 7 and 9 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 in May. 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.



acara **NAPLAN**
NATIONAL ASSESSMENT PROGRAM
LITERACY AND NUMERACY

YEAR **3**
2010

NUMERACY

Al Zahra College Year 3

% At or Above National Standard	
Reading	100
Writing	100
Spelling	100
Grammar & Punctuation	100
Numeracy	100

0:45 Time available for students to complete test: 40 minutes

acara **NAPLAN**
NATIONAL ASSESSMENT PROGRAM
LITERACY AND NUMERACY

YEAR **5**
2010

NUMERACY

Al Zahra College Year 5

% At or Above National Standard	
Reading	100
Writing	100
Spelling	94
Grammar & Punctuation	94
Numeracy	100

0:50 Time available for students to complete test: 50 minutes

acara **NAPLAN**
NATIONAL ASSESSMENT PROGRAM
LITERACY AND NUMERACY

NUMERACY

Al Zahra College Year 7

% At or Above National Standard	
Reading	100
Writing	100
Spelling	100
Grammar & Punctuation	100
Numeracy	100

0:40 Time available for students to complete test: 40 minutes

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 assess and evaluate teaching and learning.



UNSW International Testing

Al Zahra College selects students to participate 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.

11 Credits (Spelling, Writing, Maths, English and Computer Skills) and 1 Distinction (Maths) were achieved and we congratulate our students and their teachers. These students were presented their certificates at the 2010 Annual Presentation.



YEAR 7 2010	
or Above al Standard	100
	100
	100
	89
	100

Australian Mathematics Competition

A small group of students were selected to participate in the Australian Mathematics Competition that was conducted in August. Two students achieved Credits in this prestigious competition. These students were presented their certificates at the 2010 Annual Presentation.

Professional Learning 2010

Professional Learning Theme	Number of Staff Attending	I = In-house Training E = External Provider
Making the PYP Happen	16	E
Teaching and Learning in the PYP	1	E
AAIBS Conference	1	E
Digital Maths	1	E
Child Protection	20	I
Child Protection Investigation Training	1	E
OHS – Secondary Science Labs	2	E
PE in the PYP	2	E
PYP Induction	12	E
Interactive Whiteboards	10	I
Using Smart Boards	11	I
ESL in the Mainstream	12	E
Differentiating Curriculum	12	E
Using Thinking Tools in the Classroom	1	E
The PYP as a Transdisciplinary Programme of Inquiry	2	E
PYP Network Meetings	2	E
PYP Exhibition Visit	5	E
IBAP Conference	1	E
Introduction to the Early Years Framework	7	E
Introduction to the MYP	4	I
IB Authorisation Overview	12	I
Using NAPLAN Data	16	I

Abbreviations

PYP — Primary Years Program

AAIBS — Association of Australasian IB Schools

PE — Physical Education

ESL — English as a Second Language

IBAP — IB Asia Pacific

MYP — Middle Years Program

IB — International Baccalaureate

NAPLAN — National Assessment Program
- Literacy and Numeracy



Teacher Standards

This 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):	14
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:	1
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:	15



Teacher Attendance and

Attendance

The average attendance rate per member of teaching staff was 97.6%.

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.

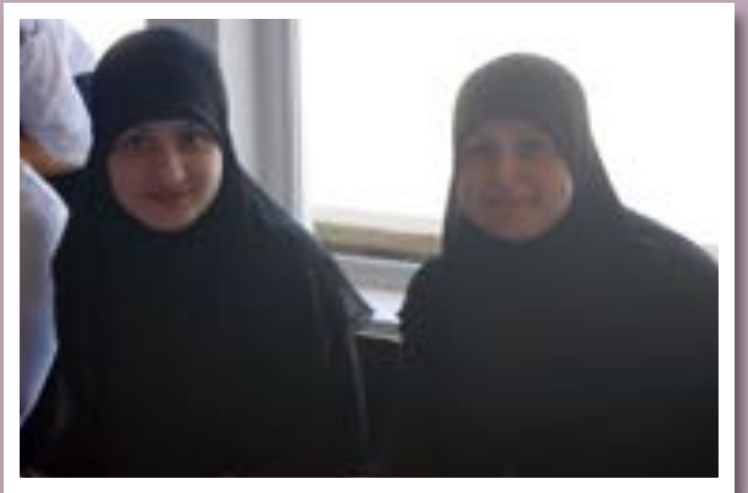
Retention

The retention rate of teaching staff from 2009 continued to 2010 was 87%.

The teaching staff retention rate is measured as the percentage of teachers who continued to be employed at Al Zahra College from the 2009 to 2010 academic year relative to the total number of staff in 2009.



Retention



These photos were taken at the Al Zahra College End of Year Lunch held Wednesday, 15th of December, 2010.

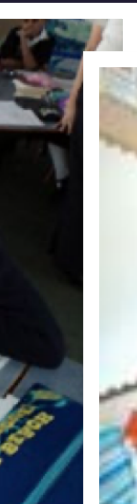
Enrolment

	Kindy	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Boys	16	18	18	15	14	8	15	0	104
Girls	13	11	9	10	11	8	5	8	67
Total	29	29	27	25	25	16	20	8	171



Attendance

	Kindy	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Overall Attendance Percentage	93.6	95.2	94.3	89.6	88.4	94.7	91	92.5	92.2



Enrolment Policy

General Conditions

Al Zahra College accepts students without discrimination of religion, race or nationality.

Admission to Al Zahra College will be determined by the Education Director based on information obtained with respect to:

- the potential of the applicant to benefit from the educational services available; and
- the capacity of Al Zahra College to meet the educational needs of the applicant.

Applications for admission for the current academic year will be considered in order of priority, date of application, and the results of college screening and formal interview, as places become available. A final decision will be determined by the Education Director.

We understand the need for an 'early' confirmation of a place at Al Zahra College. However, regardless of how early we receive an application, our admissions timeline remains the same:

Current Enrolments

First Day of Term 4: The deadline for present Al Zahra College families to re-register for the following year. Before this date we have no information about the availability of places for the following year.

Kindergarten Enrolments

1 June: The point at which we process the applications for Kindergarten we have received from unaffiliated families. This is done in order based on the date of receipt of the formal application documents. Parents will be advised of screening and interview dates in Term 3.

Other Enrolments

July-December: We continue to process applications as they arrive.

Late Admissions

A student may be admitted to Al Zahra College at any time during the school year (if places are available).

Conditions

Applicants who meet all admissions criteria are admitted for the appropriate year group based on age and current performance level, class size permitting. However, factors such as previous records, measured aptitude and achievement, physical and emotional development and other relevant details are also considered. The final decision rests with the Head of School.

Al Zahra College can only guarantee a place once a formal offer has been made, accepted in writing, and the Acceptance Fee has been paid.

All placements are conditional. An interview with the Education Director will be arranged prior to acceptance as part of the enrolment process. Placements are reviewed after 3 months. Admissions are conditional on a student's ability to benefit from the tuition offered.

Applicants for admission are considered in the following priority order:

- children of the governing body or its committees;
- children of staff;
- children of all other applicants who have a sibling already enrolled in or admitted to the Academy;
- children who attend the AZC Preschool (Al Zahra Kingdom); and
- all other applicants.

Al Zahra College reserves the right to deny admission or re-enrolment to any applicant if, in its opinion, there were reasons to believe that admission or re-enrolment would not be in the best interest of the applicant or Al Zahra College.

Al Zahra College also reserves the

right to postpone admission if a class is full. In this case, the applicant is placed on a waiting list. The qualified applicants are then accepted in order of date of application, subject to the above priorities.

Entrance Age

Class ages are as follows:

Kindergarten	5 years-old
Year 1	6 years-old
Year 2	7 years-old
Year 3	8 years-old
Year 4	9 years-old
Year 5	10 years-old
Year 6	11 years-old

Student Records from Other Schools

Al Zahra College requires student records from the applicant's previous school before any student is accepted. These records include reports, transcripts, results of standardised tests and any reports by a counsellor or psychologist. Al Zahra College reserves the right to contact the applicant's previous school prior to acceptance.

Interviews

All applicants will be interviewed by the Education Director prior to acceptance as part of the enrolment process.

Decisions on Admission

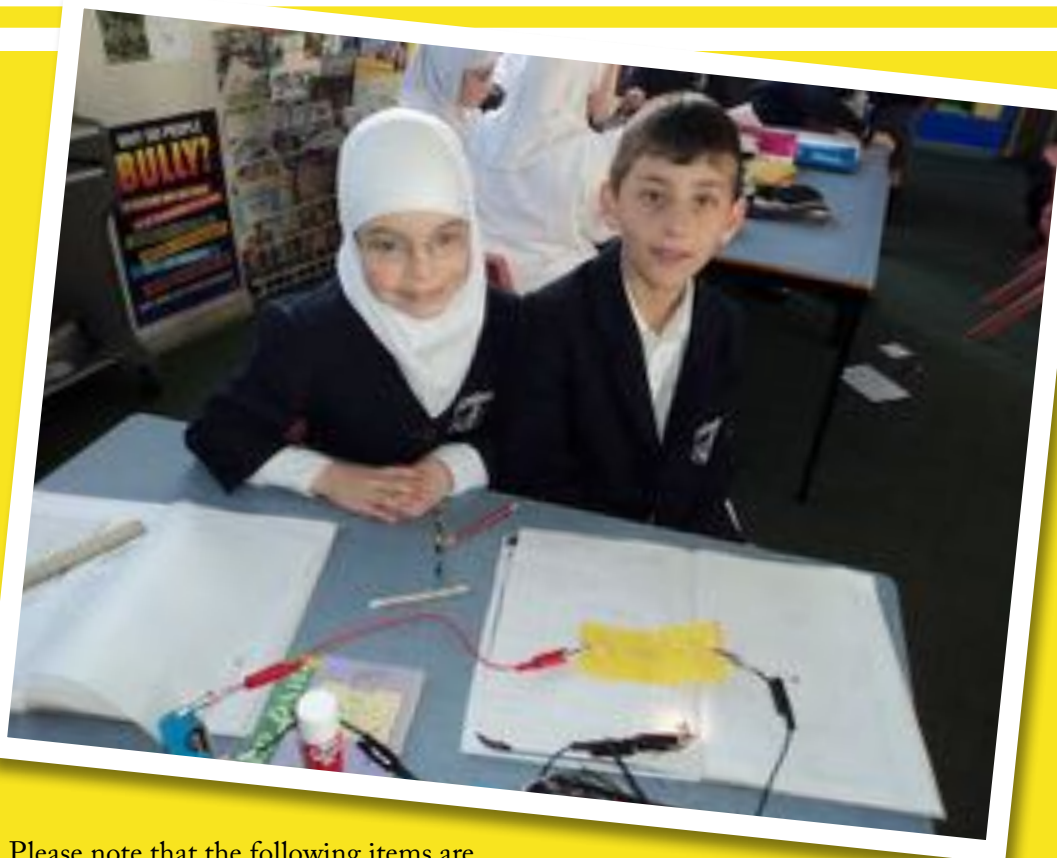
After all the admissions procedures have been followed, the application will be considered.

Decisions will be given in writing.

FINANCE

Acceptance Fee

An acceptance fee of \$600 per student is due when Al Zahra College offers a place and the place is accepted. In order to be secured, the place offered by Al Zahra College needs to be confirmed



by the applicant through payment of the acceptance fee within ten days of notification. This application fee is non-refundable and does not count towards tuition.

Tuition Fees

Tuition fees for the following school year are set by the Al Zahra College Board and are advised by the Education Director by 1 July. Due to inflation and college obligations, tuition fees must be increased by at least 5% annually.

The tuition fees are divided into two semesters and are payable upon receipt of an invoice and by the start of each semester. In all cases, the tuition fees for a semester which has started are payable in full.

The academic year is divided into two semesters:

First Semester: January - June

Second Semester: July - December

ANNUAL TUITION FEES	\$3,300
DEPOSIT DUE 1 OCTOBER, 2010	\$600
SEMESTER 1 FEES DUE BY 28/1/11	\$1,350
SEMESTER 2 FEES DUE BY 1/7/11	\$1,350

In 2011, a family discount will be offered to families with more than one child enrolled in the Primary School or the Secondary Girls School. The discounted fees are set out in the schedule below.

Families with 2 Children Enrolled K-8	
ANNUAL TUITION FEES	\$6,000
DEPOSIT DUE 1 OCTOBER, 2010	\$1,200
SEMESTER 1 FEES DUE BY 28/1/11	\$2,400
SEMESTER 2 FEES DUE BY 1/7/11	\$2,400

Families with 3 or 4 Children Enrolled K-8	
ANNUAL TUITION FEES	\$9,000
DEPOSIT DUE 1 OCTOBER, 2010	\$1,800
SEMESTER 1 FEES DUE BY 28/1/11	\$3,600
SEMESTER 2 FEES DUE BY 1/7/11	\$3,600

Please note that the following items are included in the fees:

- Tuition
- Provision of all necessary transcripts relating to attendance and academic performance.

Please note that the following items are not included in the annual tuition fees, as these costs will vary per year group and per year:

- Textbooks
- Sport
- Excursions & field trips
- Educational assessment by outside specialists
- Some extra-curricular activities
- Canteen requirements
- Uniform requirements
- School photos

Non-Payment of School Fees

A student's enrolment is suspended if tuition fees are not paid by the due date.

Late Enrolment

Students enrolling during the first four weeks of school will be billed the full tuition for the year. Students enrolling after the first four weeks of school will be billed proportionally for the number of full or partial weeks of school remaining plus a late enrolment surcharge of 5% of the annual fees.

Early Withdrawal

Students withdrawing before 1st April are charged 30% of the annual tuition fee. Students withdrawing before 1st

July are charged 55% of the annual tuition fee. Students withdrawing before 1st October are charged 80 % of the annual tuition fee.

Re-Registration

By the end of Term 3 each year, parents will be asked to complete and return a reregistration form, indicating whether their child will be returning to Al Zahra College the following school year. Places cannot be reserved unless there is a definite indication that a student intends to return and a deposit of \$600 paid for each student. This deposit will be credited against the Term 1 fees for the new academic year.

Reviewed: 01/11 Evaluate: 06/11

College Policies

The following policies, related to the care and wellbeing of students, are contained in the 2011 AZC Policies and Procedures document.

ADMINISTERING MEDICINE TO STUDENTS

Al Zahra College acknowledges that some students may require medication and/or management of health conditions at school. This policy outlines the management of student health conditions, including the administration of medication, a courtesy provided by Al Zahra College, consistent with its duty of care.

Administering medicine to students may be found on page 3 of the 2011 AZC Policies and Procedures document.

ANAPHYLAXIS

Anaphylaxis is the most severe form of allergic reaction and is potentially life threatening. Up to two percent of the general population and up to five percent of children are at risk. Al Zahra College has developed a comprehensive plan to prevent and manage anaphylaxis reactions.

Anaphylaxis may be found on page 4 of the 2011 AZC Policies and Procedures document.

ANTI-BULLYING

The college will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their college environment.

Anti-bullying may be found on page 8 of the 2011 AZC Policies and Procedures document.

CARE & SUPERVISION OF STUDENTS

This policy describes care and supervision requirements and includes details of requirements regarding students' arrival at school, departure from school, library supervision, lunch-time monitoring and the administration of first aid.

Care and supervision of students may be found on page 12 of the 2011 AZC Policies and Procedures document.

CHEMICAL SAFETY

In implementation of the Occupational Health and Safety Regulation 2001, Al Zahra College will ensure that:

- satisfactory systems and procedures are in place to secure a safe and healthy working and learning environment for the duty of care of all staff and students;
- staff are trained to be familiar with the possible health effects of hazardous substances used in the workplace and maintain a high level of awareness of health and safety issues;
- safety equipment and systems are provided, monitored and maintained; and
- monitoring and review of the working environment occur regularly.

Chemical safety may be found on page 13 of the 2011 AZC Policies and Procedures document.

CHILD HEALTH NURSE

This policy detail procedures that class teachers will follow if the teacher considers, as a result of class observations, that a student needs to be tested by Community Health Services.

Child health nurse may be found on page 16 of the 2011 AZC Policies and Procedures document.

CHILDHOOD INFECTIOUS DISEASES

This policy includes symptoms, prevention methods and any quarantine requirements where children will need to stay home.

Infectious diseases included in the policy are:

Chicken Pox	Conjunctivitis
Gastroenteritis	German Measles (Rubella)
Glandular Fever	Head Lice
Hepatitis A	Impetigo
Influenza	Measles
Meningococcal Disease	Mumps
Molluscum Contagiosum	Scabies
Ringworm	Scarlet Fever
Slapped Cheek	Whooping Cough
Hand Foot and Mouth Disease	

Childhood infectious diseases may be found on page 17 of the 2011 AZC Policies and Procedures document.

CHILD PROTECTION

All staff members at the college need to be familiar with the college's child protection policy. The focus of the

policy is:

- The protection of
- Responding to sus
- neglect.

The procedures follow current legislation.

Child protection may be found on page 18 of the 2011 AZC Policies and Procedures document.

COMPLAINT PROCEDURE

A grievance may be a complaint or decision that you consider to be unjustified. Our grievance procedure is impartial, free from bias.

Complaint/grievance may be found on page 19 of the 2011 AZC Policies and Procedures document.

DETENTION

Each year, teachers undertake a detention duty. To be placed on detention, a student can only be placed on detention if they have been given an opportunity to study and that inappropriate behaviour has occurred.

Detention may be found on page 20 of the 2011 AZC Policies and Procedures document.

DISCIPLINE

The Discipline policy is designed for the following purpose:

- Guide individual students to develop understanding, maturity and responsibility in discipline and moral behaviour.
- Develop individual students to accept responsibility and accept consequences for their actions.
- Specifically, to develop respect for others; respect for property; tolerance; understanding of the difference between right and wrong (media).

Discipline may be found on page 21 of the 2011 AZC Policies and Procedures document.

s and Procedures document available from the college office or website.

children in our care.

spicions/allegations of abuse or

owed by the college must accord with

r be found on page 22 of the *2011 AZC Policies and Procedures* document.

STUDENT/GRIEVANCE PROCEDURES

about any act, omission, situation that is unfair, discriminatory or where grievance procedures are confidential, repercussions, and timely.

Procedures may be found on page 29 of the *2011 AZC Policies and Procedures* document.

DETENTION

will be assigned to lunch-time detention to ensure procedural fairness, students on lunch-time detention by the detention committee. Detention will provide an opportunity for students to reflect on their behaviour so that similar actions can be avoided in the future.

ound on page 32 of the *2011 AZC Policies and Procedures* document.

SAFETY

cy has been developed with the

development towards perceptive judgement, responsible self-regulation and autonomy.

al ability to make responsible decisions and accountability for actions.

velop: self-discipline; self-esteem; respect for own and other people's rights and an understanding of the difference between reality and fantasy (as influenced by

ound on page 33 of the *2011 AZC Policies and Procedures* document.

DUTY OF CARE

All staff have the responsibility of 'Duty of Care' for the students of Al Zahra College during school hours. That is, inside the classrooms, in the playground and on excursions.

Duty of care may be found on page 22 of the *2011 AZC Policies and Procedures* document.

EMERGENCY MANAGEMENT

The effective and efficient management of emergency incidents is critical to the safety and well being of students, staff and college visitors, as well as essential in minimising damage to college property. Al Zahra College aims to provide a safe environment for all, irrespective of a variety of emergencies that may occur. An emergency management plan has been developed detailing evacuation procedures, lockdown procedures, emergency exits and first aid stations.

Emergency management and *Emergency management plan* may be found on pages 40 and 41 of the *2011 AZC Policies and Procedures* document.

LEADERSHIP, SERVICE & SERVICE LEARNING

This policy outlines leadership opportunities, service and charitable support opportunities. Completed and sustained service contributions will be acknowledged in student progress reports and contribute to the Annual Leadership, Service and Service Learning awards.

Leadership, service and service learning may be found on page 44 of the *2011 AZC Policies and Procedures* document.

PARENT GRIEVANCE PROCEDURES

In the case of a parent wishing to follow through a grievance, four steps are outlined and parents are encouraged to follow them for prompt resolution.

Parent grievance procedures may be found on page 53 of the *2011 AZC Policies and Procedures* document.

Al Zahra College Policies and Procedures Index

Administering medicine to students	3
Anaphylaxis	4
Anti-bullying	8
Assemblies	10
Assessment and evaluation	11
Care and supervision of students	12
Chemical safety	13
Child health nurse	16
Childhood infectious diseases	17
Child protection	22
Class rolls	25
Classrooms	26
College board responsible person	27
Complaint/grievance procedures	29
Computer usage	31
Detention	32
Discipline	33
Dress code	37
Duty of care	38
Educational and financial reporting	39
Emergency management	40
Emergency management plan	41
Excursions	42
Homework	43
Leadership, service and service learning	44
Leave of absence	51
Management & operation of the AZC	52
Parent grievance procedures	53
Parent involvement	54
Roof terrace	55
Scholarships	56
Staff appraisals and accreditation process	57
Staff email	58
Student enrolment	60
Uniform	64



2010 ACHIEVEMENTS

Several key development and improvement targets were addressed in 2010.

Established Year 7

The Secondary Girls School commenced with its inaugural Year 7 class. With a small enrolment, this class was provided with quality teaching and learning in a personal, caring and friendly learning environment.



Primary Years Programme (PYP)

AZC undertook a Pre-Authorisation visit in May to determine our readiness for authorization as an IB World School. It was a successful visit with a recommendation to undertake authorisation in Term 4, 2011. An important feature of PYP in 2010 was the culminating activity or which parents were invited to join. These activities were well supported by parents in each year group.

Middle Years Programme (MYP)

AZC became a Candidate MYP School in 2010 with its implementation in Year 7. Students were involved in developing their understanding of the Areas of Interaction,

as well as demonstrating attributes of the Learner Profile. Assessment for the students' termly reports utilized MYP assessment criteria.

Administration Software

The implementation of the new college administration software enabled staff to access student data systems in a more efficient and effective way. While it was planned to integrate a new student reporting system into this administration software, difficulties have been encountered and these plans have been delayed indefinitely.

College Website

A new-look College website was launched in February, as a trial, and then later launched in June. The new version adds vitality to match the vibrancy of Al Zahra College.



Inquiry Centre

The library was redeveloped and changed to an Inquiry Centre within a 21st century environment.

Early Childhood Program

The Early Childhood Program catered for Preschoolers and implemented the PYP Early Years component.



2011 TARGETS

2011 will be another year of consolidation, growth and development at Al Zahra College, with several important initiatives for college development and improvement planned.

Establishing Year 8

With the successful establishment of Year 7 in 2010, the inaugural Year 8 class will commence lessons in January, 2011. Our plan is to open an additional grade each year.

Primary Years Programme (PYP)

AZC will undertake an authorisation visit in Term 4, 2011, to determine our readiness as an IB World School.

Middle Years Programme (MYP)

As a Candidate MYP School, our priorities for 2011 will be: familiarity with all relevant documentation [Basis for Practice, Principles into Practice, Guide to Interdisciplinary Teaching and learning, Towards a Continuum of International Education]; use of the MYP Planner across all KLAs, each KLA to include AOs and training (online, in school, workshops, interschool visits).

Early Childhood Program

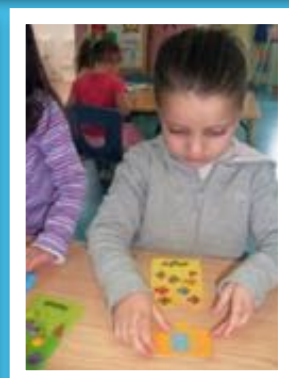
The Preschool will align with the Primary School in many aspects to ensure consistency of practices and procedures within all appropriate programs.

IB Diploma Programme (IB DP)

Initial planning will occur for the implementation of the IB Diploma Programme in 2014. The IB DP authorisation process differs from PYP and MYP as a school must be authorised prior to its implementation, whereas PYP and MYP have a candidacy period of implementation prior to the authorisation process.

Major Capital Works Program

The AZC major capital works program will be very noticeable to all in 2011 with the expected completion of the multipurpose hall and the secondary teaching block. AZC appreciates everyone's patience while this takes place.



Diversity & Harmony

The Interschool Harmony Committee is an initiative established in 2003 to promote harmony, tolerance and cooperation amongst students and communities. This year we continued our collaboration with the group of schools and participated in several activities, including the annual Harmony Day carnival.

For the 2010 project we initiated and implemented an interschool Art Exhibition where

we asked each participating school to appoint two parents to coordinate the exhibition and also attend the heads' meetings. Each school was asked to provide 20 pieces of artwork with no restrictions to a particular type of art. The special day coincided with International Teachers' Day. The diversity of the art, the food and the attendees created a very special and artistic atmosphere that was truly art in itself.





Civics and Citizenship

Civics and citizenship education is at the very heart of the Al Zahra College experience extending far beyond the formal curriculum. From the diverse range of activities and excursions to the physical makeup of the college building itself, students are immersed in a comprehensive program that acts to achieve a prime part of the college mission: developing young people who take responsibility for creating a better and more peaceful world. With ground-breaking initiatives and carefully considered pathways, civics and citizenship at Al Zahra College sets the standard for other schools to follow.

Our civics and citizenship program has been built upon this year to provide a fully integrated whole school program, progressing through each stage to enhance curriculum delivery. Civics and citizenship is also prominent in daily college life and all students play a part in the responsibilities of school citizenship.

The College Parliament leadership program, launched in 2007, gained much attention as a pioneering initiative. In what may have been the first of its kind, traditional school leadership roles, comprising school and class captains, were transformed to a comprehensive government body closely reflecting Australia's parliamentary system. All students now vote annually for student members to fill the House of Representatives, taking on ministerial roles, such as Prime Minister and Opposition Leader. Bills are developed by students, presented in a dedicated parliament house following Australian protocols, and passed to the staff Senate for approval. Al Zahra College was delighted to receive recognition of the landmark program when, in 2008, the college was honored with the CEFA Award for the Most Outstanding Parliamentary Club in the Primary School section, presented by the NSW Governor, Her Excellency Professor Marie Bashir, at Government House.





Al Zahra College School Review

The Al Zahra College community participated in the 2010 College Review that was conducted in November 2010. 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 aware of the standard of work that is expected of their child

Future Directions

- Parents would appreciate further development of the Islamic and Quranic programs.

Student Environment

Strengths

- Students enjoy learning and being at AZC
- There is support for students if bullying or harassment occurs
- Management of student behaviour is effective at AZC
- AZC provides a safe and caring environment

Leadership & Management

Strengths

- AZC promotes its values
- Parents have opportunities to voice their opinion
- College 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
- Parents have opportunities to be involved in college activities if they so wish

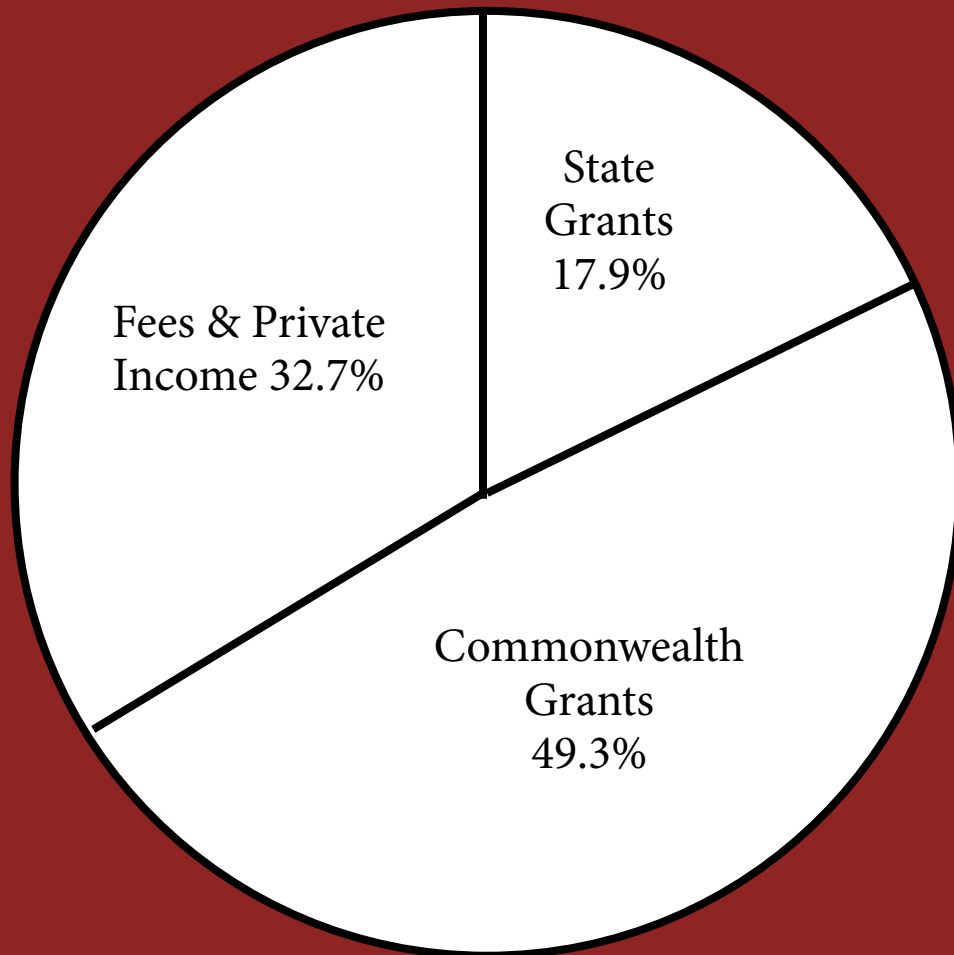
Overall View

Strengths

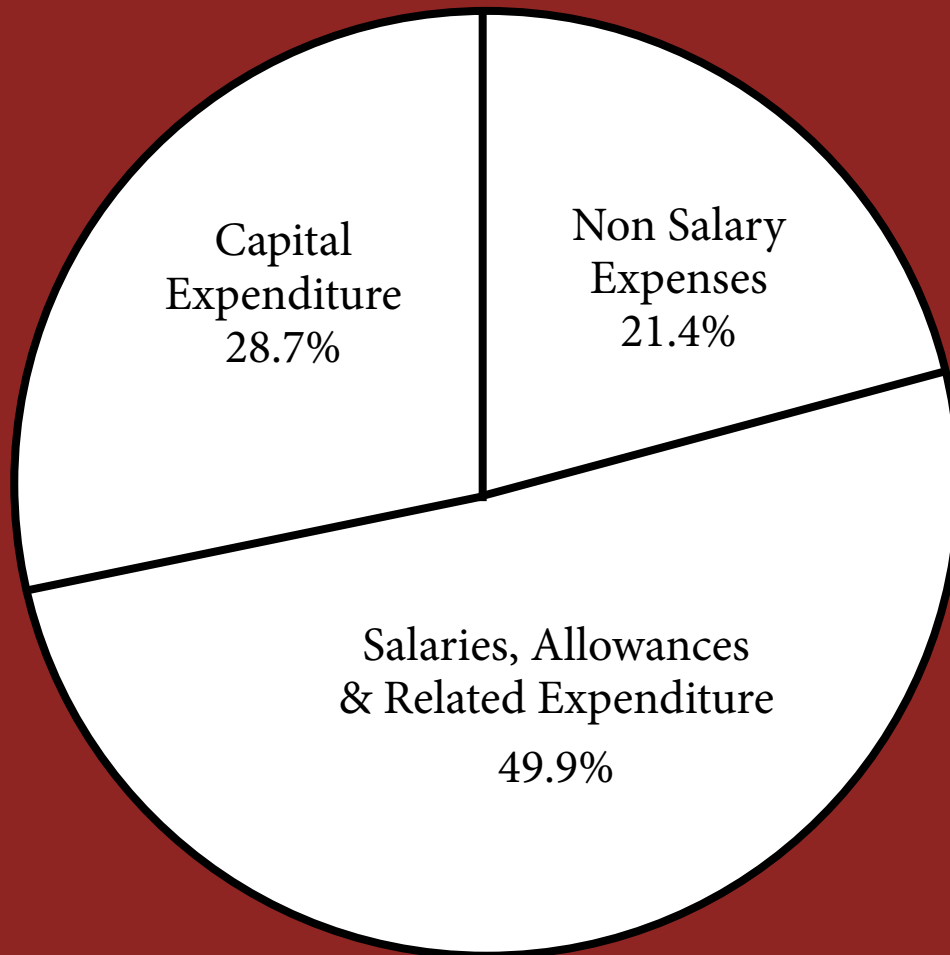
- Parents are satisfied with their child's education at AZC
- Parents are satisfied with AZC



Income



Expenditure









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