

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Al Zahra College



2012 Annual Report



Introducing AZC

Al Zahra College



Al Zahra College is an independent IB World 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 10 (with the Diploma Program planned for 2014).

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 an authorised PYP (Primary Years Program) school and a candidate MYP (Middle Years Program) and DP (Diploma Program) school.

While AZC offers 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 Qur'anic 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 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.

Executive

Principal: Mr Ahmad Mokachar

Education Director: Dr Ken Darvall
(Teach. Cert, Dip. Teach, B.A, Dip. Ab. Ed, M.Th., D.A.)

PYP Coordinator: Dr David McGregor
(B.A, Dip Ed, M.Th., D.A.)

DP Coordinator: Rana AlNajfi (B.A English Lit)

Pre School Staff

Director: Merna Mustapha (Dip. Children Services)

Early Learning Teacher: Amber Mancoso (B. Ed (Hons))

Childcare Worker: Fatemah Mokachar
(Certificate III Children Services)



Childcare Worker: Zainab Jaber
(Certificate III Children Services)

Childcare Worker: Aamenah Mokachar
(Certificate III Children Services)

Teaching Staff

Kindergarten: Joanne Stanton (B.Teach)
Claire Cullley (B.Ed)

Year One: Angela Iliadis (B.A, Dip. Ed, Grad. Cert., Tesol., M. Ed)



Our Team



Year Two: Ruth Hulbert (B.Ed, Grad. Cert. Reading Recovery)

Year Three: Lisa Sadrudhin (Dip. Teach)

Year Four: Michelle Ryan (B.Ed)

Year Five: Jenna Hume (B.Ed)

Year Six: Reimier Jessurun (B.Ed, Dip. Teach)

Islamic Studies: Shiekh Mohammed Jafer Fathullah (B.A, M.A)

Arabic: Fatma Kazan (B.Sc Psychology M.Teach)

Danielle Kalazis (B.PDHPPE)

Georges El Haddad (B.A, M.A, Dip. Ed)

Fatima Dirani (B.A, M. Teach)

Hiba Haraghi (B.Med.Sci., M.Teach)

Gulten Akbar (B.Music, M.Teach)

Non-Teaching Staff

Wendy Wu (B.Lib, M.Lib)

Margaret Goodwin (B.A.Sc.Speech Pathology)

Laila Osmani (B.Ed, B Psychology Hon)

Ali Tawil: Information Technology

Anaya Matar

Rania Ibrahim

Hassan Salim



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Chairman's Message

Reporting Area 1 Messages from key school bodies

It is with great pride that I reflect on the success of Al Zahra College since we first welcomed our beloved children back in 1998. It was then, that, by the grace of God, I had the opportunity to launch our 20-year plan. Ever since, I have been privileged to take a hands-on approach to managing the day-to-day college practices and now, the completion of the fourth stage, our high school, allows me to take a step back from operations and introduce a new college structure with the appointment of a headmaster as my successor. Unfortunately, the person we had prepared to take over the role departed suddenly prior to commencement and I anticipate a delay in transiting another suitable candidate into the role.

The highlight for 2012 was the completion of the BER and BGA grant projects and we were very pleased to welcome our community members to the official opening of our new high school facilities. Held on the 15th of Shabaan, reflecting the launch of our initial plan (also held on the 15th of Shabaan), our long-anticipated

multipurpose hall was the spectacular setting and we received very positive feedback from all. The support of our community has been very generous and we look forward to providing a wonderful resource, not only for our children, but for the use of the entire community.

Another grant, awarded under the Secure Schools program, has allowed us to refine our duty of care resources and, I am pleased to say, is another project very close to completion. Our perimeter has been secured with metal gates and a new dedicated drop-off zone is underway in Booth Street. 25 digital cameras, security lights and a sophisticated intercom system, will be introduced to further enhance the safety and security of our precious children.

Al Zahra College has long been the location for education innovation and, I am proud to say, we have been making history as the first educators nationwide to implement cutting-edge programs, in such areas as Civic Education and initiatives promoting respect and

responsibility. We have another vision to be the first Australian school to offer an entirely international curriculum as a pure IB school. I am happy to report that we have received approval to commence our Year 10 class and this puts us in a firm position to pave the way for Authorisation



and the introduction of the Diploma program in 2014.

The implementation of the National Partnership Program will be in place in 2013 with a particular focus on literacy, quality teaching, quality leadership and community involvement. Our school community will witness the investment in extra human resources to assist in implementing improved literacy and numeracy programs, such as miniLit and multiLit. We continue to invest in IT resources and have purchased a number of tablets and laptops for classroom use. Based on feedback from our recent review, we will also be looking for more avenues to enhance communication between the school and the parents and carers. Furthermore, we will continue to invest in quality leadership by providing opportunities for staff members to undertake professional development and training.

Based on recent NAPLAN results we are pleased to see the improvement and progress our students are making. It was also evident in the Year 6 Exhibition completed for the first year since the PYP program authorisation. Mind you, it is not only academically that we have cause for pride in our students' achievements. On the sporting field they lead the ASSISA competitions and have retained

several trophies over the last few years in competitions such as T-ball, girls' soccer, Aus Tag and AFL. We have also been well represented by our students competing at state level in athletics and swimming. The values that our students demonstrated were another source of immense pride witnessed in 2012. Students journeyed to Malaysia where they took part in providing for people in need and performing acts of charity. They cared for senior citizens in a respite home and shared food with the homeless.

As I will be stepping back, allow me to take this opportunity to thank all the people who have supported Al Zahra College in making our dreams a reality. In particular, my Board and the professional team of educators, to which I have had the honour of being a part. Above all, may I acknowledge the source of my inspiration and commitment, my beloved children of Al Zahra College.

In every step we have taken together it is the children who are there in the back of my mind focusing my efforts for their future. It has been a privilege to provide a duty of care to each and every one of them and I have been rewarded with sophisticated, caring, well-developed leaders prepared for the challenges the future holds. My heart swells when I see the smiling faces of the youngest students and take pride in the knowledge that we have created a place that will give them the best possible start in life.

Ahmad Mokachar
Al Zahra College Chairman



Prime Minister's Address

Reporting Area 1 Messages from key school bodies



Being the Prime Minister of AZC for 2012 was not just about politics and being the head of Parliament. It was about representing the school, its values and ethics. It was about being a responsible leading role-model who diligently made positive and successful changes. However, this of course only happened through the huge support system of students, teachers, staff, parents and other community members of AZC to who I thank personally and deeply.

You would all agree that 2012 was a very successful year for me and AZC. From the opening night of the Imam Mahdi Multipurpose Hall and presenting in front of hundreds of people, to presenting on one of the holy nights of Ashura in memory of the Islamic leader of the youth of paradise Imam Hussein (a.s.), to the finale of celebrating the highlight and most memorable journey of my AZC life at the Year 6 Graduation harbour cruise.



My role as Prime Minister gave me the privilege of meeting, sharing and debating political views in Parliament with some of the country's leading politicians. These included Victor Dominello (Liberal MP), Shaouquet Mosehmani (Member of Legislative Council) and the NSW Premier Barry O'Farrell with whom I had the pleasure of dining with at Parliament House Sydney during the Annual Iftar Dinner of 2012. There I had the honour of representing my school and faith amongst several other schools, religious leaders, politicians and other distinguished guests.

Another great achievement saw the completion of my predecessor's pre-election promise from our local Liberal representative, John Flowers, who made a pre-election commitment to fund a pedestrian tunnel under the railway line. I was able to gain approval of 5 million dollars for this project.

As the leaders of the 2012 AZC Parliament, our team successfully passed bills last year, which not only reflected the academic and social wellbeing of our community but also embraced the Islamic virtues in each and every one of us. One of my greatest accomplishments was the AZC Annual Iftar Dinner which saw the whole family of AZC and its community uniting and enjoying a special Ramadan feast together.

Al Zahra College is proudly now an official IB World School and, along with its academic acknowledgements, the Primary Years Program was very successful in producing positive, confident individuals, like me, in 2012, with lifelong experiences and rewarding challenges. This was made possible during our adventurous trips across the country, namely our Year 5 excursion to the Ballarat Goldfields in Melbourne and our wonderful, life-changing Year 6 trip to Noosa. Another



positive achievement of the IB program was made evident in our marvellous Year 6 exhibition, which displayed a great deal of intelligence and creativity on our part, whilst portraying our school life experiences and accomplishments and presenting them, as part of our unit of inquiry, to the entire school and community in our state of the art Imam Mahdi Multipurpose Hall.

One other memorable occasion celebrated last year included the 2012 Eid Al Adha Fun Day Fete. Here I was able to prove my promise and incorporate our Islamic

calendar into our cultural Islamic school life, which was enjoyed by all of the AZC community.

I am proud to have been Prime Minister of AZC in 2012 and I would like to take the time to remember to give thanks for having the privilege to learn and grow in such a safe and caring environment which AZC has provided me and my peers for over a decade. Inshaallah AZC will continue to grow and flourish and provide the challenging and rewarding education into the AZC High School which I proudly support and wish every success.



I cherish the role of being the former PM of AZC and envision becoming a proud future PM of Australia one day.

Ali Ahmad Nasser
AZC Prime Minister 2012



Aspects of College Life

Reporting Area 2 Contextual information about the school



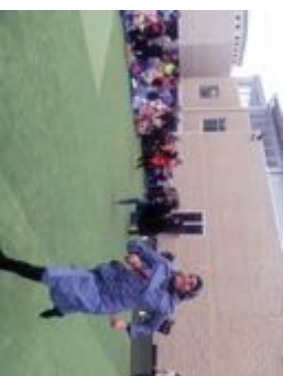
Members of Parliament 2012

Government	Opposition
Prime Minister - Ali Ahmad Nasser Deputy PM/ Welfare - Hanea Mohsen Special Events - Mohamed Morad Finance - Hassan Al Gharib Environment - Fatima Mustapha Arts - Shahnia Sadruddin Sports - Ali Saleh	Opposition Leader- Ali Faour Welfare - Zainab Hammoud Special Events- Beroi Al Mashat Finance - Ahmad Al Gharib Environment - Layal Haider Finance - Batoul Karagully Sports - Mahdi Sharafdin
Speaker - Maysa Sabra Sergeant At Arms - Jawad Zahr Secretary - Tasneem Ezaz	Clerk - Ansam Al Taiff Whip - Simantaha Kalam



2012 House Captains

Faith	Fatma Bachir	Zainab Eid
Knowledge	Annani Farhat	Layla Hammoud
Wisdom	Layal Sleiman	Kawthar Karagully



2012 Class Captains

Semester 1

Semester 2

Year	Semester 1	Semester 2
Kinder	Mia Moustafa Nour Bazzi	Muhammad Sabra Youssef Hammoud
Year 1	Mariam Youssef	Ali Awada
Year 2	Aaliyah Ibrahim	Yousef Tanana
Year 3	Israa Nasser	Mohammed Chahine
Year 4	Tia Mohsen	Ahmad Sabra
Year 5	Ayat Bazzi	Bilal Chahine
Year 6	Israa Beydoun	Hassan Boussi
Year 7	Fatima Bdeir	Fatima Bdeir
Year 8	Fatima Bdeir	Fatima Bdeir
Year 9	Kawthar Karagully	Kawthar Karagully





NAPLAN

Reporting Area 3 Student outcomes in standardised national literacy and numeracy testing

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.

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.

Al Zahra College Year 3

% At or Above National Standard

- Reading – 100
- Writing – 100
- Spelling – 100
- Grammar – 100
- Numeracy – 100

Al Zahra College Year 5

% At or Above National Standard

- Reading – 100
- Writing – 100
- Spelling – 100
- Grammar – 100
- Numeracy – 100

Al Zahra College Year 7

% At or Above National Standard

- Reading – 100
- Writing – 100
- Spelling – 100
- Grammar – 100
- Numeracy – 100

Al Zahra College Year 9

% At or Above National Standard

- Reading – 100
- Writing – 88
- Spelling – 100
- Grammar – 88
- Numeracy – 100



Teachers

Reporting Area 4 Professional learning and teacher standards

Professional Learning

Staff at Al Zahra College took part in a range of training and professional development programs as outlined below.

- ▶ Comprehension Workshop
- ▶ Preparation for Principalship
- ▶ Work Health and Safety Seminar
- ▶ Child Protection Investigation Skills
- ▶ IB Network Meetings
- ▶ Managebac Training
- ▶ Differentiation Workshop
- ▶ Reading Strategies Workshop
- ▶ Literacy Planet Workshop
- ▶ National Partnerships Training
- ▶ Concept Based Learning Workshop
- ▶ The Road Ahead with iPads
- ▶ Panaboard Training
- ▶ Theories, Assessment & Treatment of Reading & Spelling Disabilities
- ▶ Reading Comprehension PD
- ▶ Contemporary Contexts & Solutions
- ▶ PYP Exhibition
- ▶ Working with Children Check Updated Requirements
- ▶ Peer Support Training
- ▶ Bullying/Cyberbullying and the Law
- ▶ Learning in Numeracy
- ▶ National Partnerships Mentoring Program

Teacher Attendance and Retention

The average attendance rate per member of teaching staff in 2012 was 95.07%

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 2011 continued to 2012 was 95%

The teaching retention rate is measured as the percentage of teachers who continued to be employed at Al Zahra College from the 2011 to 2012 academic year relative to the total number of staff in 2011.

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 the 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 Skill Recognition (AOI-NOOSR);	18
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 Skill Recognition (AOI-NOOSR), but lack formal teacher education qualifications;	0
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;	1
Total Number of Teachers:	19

National Partnership on Improving Teacher Quality

Al Zahra College became involved in the Professional Exchange and Mentoring Program in 2012 to support teachers in their career, especially in the secondary school where teachers are often teaching across two key learning areas without a subject specialist colleague. In the spirit of sharing their knowledge and skills, mentors travel to schools they have never

visited before to work with teachers they had never met, often in schools quite different from their own.

What is interesting is that the mentors say how much they have grown from the experience and how inspired they are by the teachers. For the mentors, these grants have provided leadership

opportunities, a chance to move out of their own comfort zone and new professional skills that they can apply in their own skills. (AIS, 2012)



Students

Reporting Area 6 Student Enrolment & Attendance

2012 Student Enrolment Attendance

	Boys	Girls	Total
Kindergarten	17	21	38
Year 1	17	10	27
Year 2	15	14	29
Year 3	18	12	30
Year 4	17	8	25
Year 5	15	13	28
Year 6	13	13	26
Year 7		9	9
Year 8		8	8
Year 9		8	8
Total	112	116	228

	Total %
Year 1	94.5
Year 2	91.4
Year 3	96.7
Year 4	99.4
Year 5	93.3
Year 6	96.5
Year 7	97.5
Year 8	98.6
Year 9	96.9
Total	95.5



Enrolment Policy

Reporting Area 7 Enrolment policies and characteristics of the student body

General

Conditions

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

Admission to Al Zahra College will be determined by the College 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 College.

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

The First Day of Term 4: Is 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 and Secondary School Enrolments

1 March: The point at which we process applications for Kindergarten and the Secondary School. Parents will be advised of screening and interview dates which will occur in April and May. Enrolments offers will be made in August.

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).

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 the 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 College 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 College, including the AZC Preschool (Al Zahra Kingdom);
- 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

A child may be accepted into a class if s/he is of age before 1 January. 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
Year 7	12 years old
Year 8	13 years old
Year 9	14 years old
Year 10	15 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 College 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 College by 1 July. Due to inflation and school 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 AZC academic year is divided into two semesters:

First Semester: January – June

Second Semester: July – December

Annual Tuition Fee	\$3450
Deposit	\$600
Semester 1 Fees	\$1425
Semester 2 Fees	\$1425

In 2013, 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-10	Annual Tuition Fee	\$6300
	Deposit	\$1200
	Semester 1 Fees	\$2550
	Semester 2 Fees	\$2550
Families with 3 or 4 Children Enrolled K-10	Annual Tuition Fee	\$9450
	Deposit	\$1800
	Semester 1 Fees	\$3850
	Semester 2 Fees	\$3850

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

• Educational assessment by outside specialist

• 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 re-registration 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.

College Policies

Reporting Area 8 School policies

The following policies, related to the care and wellbeing of students are contained in the 2012 AZC Policies and Procedures document available from the college office or website.

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 2012 AZC Policies and Procedures document.

Anaphylaxis

Anaphylaxis is the most severe form of allergic reaction and is potentially life threatening. Up to two per cent of the general population and up to five per cent 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 2012 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 7 of the 2012 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 18 of the 2012 AZC Policies and Procedures document.

Chemical Safety

In implementation of the Occupational Health and Safety Regulation 2001, the 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.
- monitoring and review of the working environment occur regularly.

Chemical safety may be found on page 19 of the 2012 AZC Policies and Procedures document.

Child Health Nurse

If the teacher considers, as a result of class observations, that a student needs to be tested by the Child Health Nurse, they should discuss this with the Education Director and submit the appropriate form.

- Procedure for student referral to Community Health Services
- The class teacher will:
 - identify the problem or problems of student;
 - complete the relevant section of referral form; and
- contact the parent to discuss the child's problem and ensure the parent signs consent on the referral form.

The completed and signed form is returned to the class teacher by the parent. The form is then sent to the South East Area Health Service.

Child health nurse may be found on page 21 of the 2012 AZC Policies and Procedures document.

Childhood Infectious Diseases

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

Infectious diseases included in the policy are:

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

Childhood infectious diseases may be found on page 22 of the 2012 AZC Policies and Procedures document.

Child Protection Policy

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 children in our care.
 - Responding to suspicions/allegations of abuse or neglect.
- The procedures followed by the College must accord with current legislation.
- Child protection* policy may be found on page 26 of the 2012 AZC Policies and Procedures document.

Complaint/Grievance Procedures

A grievance may be about any act, omission, situation or decision that you think is unfair, discriminatory or unjustified. Our grievance procedures

are confidential, impartial, free from repercussions and timely.

Complaint/grievance procedures may be found on page 42 of the 2012 AZC Policies and Procedures document.

Detention

Each year, teachers will be assigned to detention duty each lunch time. To ensure procedural fairness, students can only be placed on lunch-time detention by the AZC Discipline Committee.

Teachers may impose "time out" during lunch time at their discretion over minor classroom incidents. Teachers would be expected to supervise these students themselves.

All students placed on a formal detention will have a note sent home by the Education Director explaining the duration and reason for the detention.

Detention will provide an opportunity for students to reflect on their behaviour so that inappropriate actions can be avoided in the future.

Detention may be found on page 44 of the 2012 AZC Policies and Procedures document.

Discipline

The discipline policy has been developed with the following purpose:

- Guide individual development towards perceptive understanding, mature judgement, responsible self-discipline and moral autonomy.
- Develop the ability to make responsible decisions and accept responsibility for actions.
- Specifically, to develop self-discipline; self-esteem; respect for others; respect for own and other people's property; tolerance; and an understanding of the difference between reality and fantasy (as influenced by media).

Discipline may be found on page 45 of the 2012 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 48 of the 2012 AZC Policies and Procedures document.

Emergency Management

The effective and efficient management of emergency incidents is critical to the safety and wellbeing 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 page 57 and 58 of the 2012 AZC Policies and Procedures document.

Leadership, Service and 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 72 of the 2012 AZC Policies and Procedures document.

Parent Grievance Procedure

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 may be found on page 81 of the 2012 AZC Policies and Procedures document.

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Improvement Targets

Reporting Area 9 School-determined improvement targets

2012 Achievements

Several key developments and improvement targets were addressed in 2012.

Early Years Learning

As planned, the Preschool has aligned with the Primary School in many aspects to ensure consistency of practices and procedures within all appropriate programs. Emphasis was on our preschool program to provide a safe learning environment with a high staff-to-child ratio that allows us to meet the learning needs of each child.

Establishing Year 9

The inaugural Year 9 class commenced lessons in January 2012. This gave us great satisfaction to see the continuation of the high school development.

Primary Years Programme (PYP)

As an authorised PYP, students, parents and the community in general felt and experienced the change which occurred amongst our teaching and learning. This was evidenced in our exhibition, which was held for the first time, reflecting the impact of the in depth enquirers developed by the program. The feedback which we received from parents and the community who attended the exhibition also confirm this.

Middle Years Programme (MYP)

The use of the Planner and trial of the Managebac in 2012 assisted staff and students to become more familiar and prepared for the up-coming full implementation of the Middle Years Program. The Malaysian trip gave our students a good taste of our Community and Service Program when they went to the streets to offer food to the homeless and spent a night interacting and assisting them. On the other hand, the students also spent the day assisting and caring for

the Senior Citizens Hostel in Malaysia, they participated in cleaning the hostel, preparing food and feeding the residents, concluding with an entertainment session, where the students listened to an old singer, and the students also sang for the residents.

IB Diploma Programme (IB DP)

After submitting the application in 2012 the DP Coordinator was appointed and liaising with the IB Consultant took place during 2012. All staff were prepared and enrolled for courses in their allocated subject for training purposes.

The authorisation visit is scheduled between July and October 2013, and hopefully by early 2014 we will be ready for the transition from the Middle Years Program to the Diploma Program.

Catering for Gifted and Talented Students

We managed to employ a registered Psychologist to be added to our special needs department. This enhanced the assessment and development needs of our gifted, talented and special needs students.

Learning Management System

Managebac was implemented as AZC's Learning Management System. Managebac organised workshops, and gave our staff training to get them familiarised and more confident utilising it. Even the Primary School teachers started to put their units of enquiry into the system.

Feasibility Study

In 2012 AZC managed to come up with a submission to participate in the National Partnership Program in order to boost the Numeracy and Literacy Program which will be offered to our students. We are pleased with the outcomes of that

submission which secured our school the support to enhance and implement the proposed project.

Major Capital Works Program

After completing the construction project of our High School the outdoor area was also given special attention and upgraded after being damaged by the construction project. The Western Australia part of our Australian map was restored and a colourful playground area dedicated to the infants with soft fall flooring and shaded areas was installed.

At this stage we believe that Al Zahra has achieved outstanding progress during 2012 with the successful completion of six specialised learning areas in the Secondary Teaching Block and a Multipurpose Hall of more than 760 square metres of space, utilising the third level for an open learning area the equivalent of four classroom sizes, paving the way for a modern comfortable educational environment which our students deserve.

We also managed to secure a grant from the Attorney General's Department to support us in upgrading our CCTV (camera surveillance) system and improving our securing parameters in order to provide a safe and secure environment for our school community.

Most of the work has been done, and we are hoping to reach completion by mid-2013. Al Zahra succeeded in preparing and laying the foundation for the Second Stream Primary general learning area by utilising the roof and converting it into six classrooms, however due to budget restraints it had to be done in two stages. So the first stage is in the process of completion and has guaranteed the water leakage in the existing building being addressed, and stage two involves closing up and finishing from the inside, which is to be done in the following year based on the outcomes of the BGA application.



2013 Targets

The year 2013 will be another year of consolidation, growth and development at AZC with several important initiatives for school development and improvement planned.

With the successful establishment of Year 7 in 2010, Year 8 in 2011 and Year 9 in 2012, the inaugural Year 10 class will commence lessons in February 2013. Our plan is to open an additional grade each year.

Early Years Learning

AZC will emphasise the importance of ongoing improvement and high quality by updating our Quality Improvement Plan yearly to meet the National Quality Standards. Our Target is to meet and exceed the National Quality Standard when AZC undergo their assessment and rating visit in July 2013.

Curriculum

AZC will proceed as an IB World School authorised to offer the Primary Year Program and as a candidate MYP School and Diploma School. Our priorities for 2013 will be the establishment of a Viable Community and Service Program across Years 7 to 10, utilising Managebac for teaching and learning programs, assessment and reporting to parents. As AZC is currently in its consultative and preparatory stages of the Diploma Program, we will be aiming to obtain our authorisation for the Diploma Program by the end of 2013. Ensuring this, we will be seeking a pre-authorised visit for the MYP Program in 2014.

The implementation of the National Partnership Program will take place in 2013, with a particular focus on literacy, quality teaching, quality leadership and community involvement.

AZC will implement activities for our gifted and talented students. This program will include club activities and participation in appropriate competitions, such as 'Tournament of the Minds'.



AZC will be investing in extra human resources in order to support and enhance the development and implementation of the educational programs.

Staffing

Staff professional development will continue in 2013, paying special attention to PYP, MYP and DP for all our staff, both online, in school workshops and IB conferences, with a particular emphasis on literacy.

AZC will seek assistance and support of paraprofessionals in implementing the literacy program.

Information Technology

AZC will continue to train and encourage its community to make the most out of our IT resources. At the same time, we will work towards building our IT resources.

Major Capital Works Program

In 2013 AZC will be aiming to complete Stage Two of the 'roof project' by preparing and furnishing the six classrooms for the Second Stream Primary.

Respect & Responsibility

Reporting Area 10 Initiatives promoting respect and responsibility

Diversity and Harmony

2012 was a unique and challenging year where the commencement of the High School Challenge the AZC community, as existing programs were specifically tailored towards Primary School students. As such, the Interschool Harmony Program that was always led and initiated by AZC students took a unique direction during 2012.

The Interschool Harmony Program is where three educational sectors work together on a specific yearly project to foster harmony in our diverse society and to set a noble example for all Australian citizens.

2012 maintained the Interschool Harmony Day and also celebrated it in our Al Zahra premises by inviting different school communities. We all worked with the Interschool Harmony Committee for a Leaders Day Project in 2012 whereby each school would have a student representative prepare a 5-10 minute PowerPoint presentation about school values and share it with the other committee members.

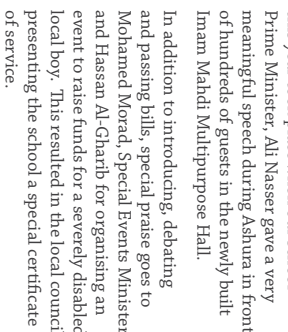
On the other hand, our school parliament and civic educational program passed bills which enriched the students understanding of the democratic process of civil nations and gave our children the opportunity to develop debating skills and appreciate the value of understanding and tolerance. This resulted in the local

council presenting the school a special certificate of service.

Our 2012 school Prime Minister recommended that 2013 be a time where Al Zahra College student leadership roles should continue to reflect the real system of parliamentary representation or should be revisited to mirror our Australian system in local, state and federal, where the Primary Year Program will be representing the local government, the Middle Year Program, the State, and the federal will be represented by the Diploma Program.

Furthermore, the travelling of our students to ACT, VIC, QLD and Malaysia, also gave our students the opportunity to understand and respect other cultures, history and way of life, not to mention the support of our policies towards Australian civic education and Asian studies. Students learnt what it really means to respect and assume responsibility, as they visited and cared for the homeless and spent the day preparing food, cleaning and singing for the senior citizens of Malaysia.

The Ramadan Dinner where student and community members from diverse backgrounds came together, which was organised by the parliamentary group, allowed the students to feel responsibility and demonstrate respect for the traditions of the Al Zahra community.



Civics and Citizenship

Al Zahra College Parliament

The year 2012 was another successful and eventful year for the AZC Parliament.

A particularly memorable occasion this year took place when our school Prime Minister, Ali Nasser gave a very meaningful speech during Ashura in front of hundreds of guests in the newly built Imam Mahdi Multipurpose Hall.

In addition to introducing, debating and passing bills, special praise goes to Mohamed Morad, Special Events Minister and Hasnan Al-Gharib for organising an event to raise funds for a severely disabled local boy. This resulted in the local council presenting the school a special certificate of service.

The Holy month of Ramadan was a significant time. Members of the school parliament worked closely together to set up a number of enjoyable lunch time activities. Fatma Mustapha and Layal Haider, Environment Ministers, as well as Maysa Sabra, the Speaker, exhibited outstanding Leadership skills to enable the success of this event.

Another successful initiative was a bill passed by the Prime Minister to hold an annual whole school dinner to celebrate the conclusion of Ramadan. The dinner was enthusiastically attended by many students, their parents and teachers.

Worthy of recognition this year is Maysa Sabra who handled the duties as Speaker of the House with confidence and a sense of fairness and growing authority.

As with institutions such as school parliaments, there comes a point in time when past methods and procedures need to evolve. In the case of AZC, this has come about due to the presence of high school students and the new challenge of including them into the parliamentary process which has so far been the domain of the primary school students. So 2013 will be a time where it is envisioned that the leadership roles of a new system of parliamentary representation will be taken up by senior high school students of AZC.

School Review

Reporting Area 11 Parent, student and teacher satisfaction

The Al Zahra College community participated in the 2012 College Review that was conducted in November 2012. 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.

- I receive regular information about my child's progress (95%)

- Parent/teacher interviews provide me with sufficient information about my child's progress at school (95%)

- The things my child is learning are relevant to his/her needs (90%)

- Teachers encourage my child to do his/her best (90%)

General Dissatisfaction

- I am not satisfied with the Arabic language program (68%)

Student Environment

Strengths

- AZC caters for the individual needs of my child (90%)
- My child enjoys learning at AZC (90%)
- My child enjoys being at AZC (90%)
- AZC celebrates the achievements of students (90%)
- AZC provides a safe and caring environment (90%)

General Dissatisfaction

- My child's reports are useful to me (95%)



- There is not support for my child if bullying or harassment occurs (15%)

- AZC does not take my concerns seriously (15%)

Leadership & Management

Strengths

- AZC promotes its values (95%)
- School buildings and grounds are well looked after (95%)
- I am informed promptly if my child has a problem (95%)

General Dissatisfaction

- I do not have opportunities to voice my opinion at AZC (24%)

Community Involvement

Strengths

- I feel welcome at AZC (95%)
- The AZC Newsletter contains useful information for me (95%)
- I have opportunities to be involved in school activities if I want to (95%)

General Dissatisfaction

- I do not access the Parents' Portal and the Newsletters online (15%)

Overall View

Strengths

- I am satisfied with my child's education at AZC (90%)
- I am satisfied with AZC (90%)
- I am satisfied with the Islamic program at AZC (50%)



Awards & Achievements

Presentation Night Awards



Staff of the Year

Fatemah Mokachar

Kindergarten

Academic Achievement

Youssef Hammond
Hussein Mourad

Consistent Effort

Ameer Abu Al Kassim
Zainab Naqvi

Most Improved

Fatimah Bazy
Zainab Rajani

Islamic Achievement

Fatimah Bazy
Fatimah Moukharar

Quranic Achievement

Mohamed Alawieh
Zainab Rajani



Arabic Achievement

Hussein Al Dirani
Natale Morrada

Arabic Consistent Effort

Mohamed Alawie
Salman Haydar Sayed

Arabic Improvement

Adam Boussi
Hussein Nasrallah

Year 1

Academic Achievement

Mariam Youssef
Fatima Khalil

Consistent Effort

Most Improved
Mazen Zahr

Islamic Achievement

Zeinab Sabra
Quranic Achievement

Arabic Achievement

Maeda El Annan
Arabic Consistent Effort

Arabic Consistent Effort

Fatma Khalil
Arabic Improvement

Arabic Improvement

Hussein Tirani
Year 2

Academic Achievement

Kisa Jafri
Consistent Effort

Ilyaan Raza
Year 4

Academic Achievement

Khalil Youssef
Consistent Effort

Most Improved

Ahmad Sabra
Hassan Makki

Islamic Achievement

Khalil Youssef
Quranic Achievement

Ali Jomaa

Most Improved

Hassan Bdeir

Islamic Achievement

Sophie Karrib

Quranic Achievement

Jude Balloot

Arabic Achievement

Ali Beydoun

Arabic Consistent Effort

Jude Balloot

Arabic Improvement

Ali Mhanna
Year 3

Academic Achievement

Hadi Abou Ghaida

Consistent Effort

Ali Reda Moukharar

Most Improved

Mehdi Rizvi

Islamic Achievement

Tara Youssef

Quranic Achievement

Shanous Al Kahi

Arabic Achievement

Heba Mourad

Arabic Consistent Effort

Ali Reda Moukharar

Arabic Improvement

Khadifa Matar

Academic Achievement

Ali Jomaa

Arabic Achievement

Mohamed Balaghe

Arabic Consistent Effort

Mohammed Darwish

Arabic Improvement

Tia Mohsen

Year 5

Academic Achievement

Rayan Alawieh

Consistent Effort

Ali Sabra

Most Improved

Zahra Makki

Islamic Achievement

Mariam Balaghe

Quranic Achievement

Rayanne Alawieh

Arabic Achievement

Ali Sabra

Arabic Consistent Effort

Ibrahim Zahr

Arabic Improvement

Zahra Makki

Year 6

Academic Achievement

Shahnila Sadruddin

Consistent Effort

Tasneem Ezzaz

Arabic Achievement

Zahra Makki



Islamic Achievement

Zahra Abou Ghaida

Quranic Achievement

Ghadir Al Ali

Arabic Achievement

Amenah Hamdy

Arabic Consistent Effort

Ghadir Al Ali

Arabic Improvement

Fatima Karagully

Year 8

Academic Achievement

Zeinab Eid

Consistent Effort

Fatma Sayed Ahmad

Most Improved

Fatma Sayed Ahmad

Islamic Achievement

Mohamed Morad

Quranic Achievement

Mohamed Morad

Arabic Achievement

Rayanne Alawieh

Arabic Consistent Effort

Israa Beydoun

Arabic Improvement

Zeinab Eid

Arabic Consistent Effort

Hachem Sayed Ahmad

Arabic Improvement

Zeinab Khalife

Year 9

Amenah Hamdy

Thba Anz

Year 6 Graduation Certificates

School Dux

Mohamed Morad

School Leadership Award

K - Mohamed Hardar, Hussein Said, Maryam Jawad, Lujane Chebli

Arabic Improvement

2 - Sophie Karrib, Hassan Bdeir

Arabic Consistent Effort

3 - Ali Reda Moukharar, Fatimah Sharafdin

Arabic Achievement

4 - Khalil Youssef, Shahba Kalam

Arabic Consistent Effort

5 - Mariam Balaghe, Mohamed Tyson Ibrahim

Arabic Improvement

Zeinab Eid

Arabic Consistent Effort

Hadi Abou Ghaida - Credit

Arabic Improvement

Hadi Abou Ghaida - Credit

Arabic Consistent Effort

Hadi Abou Ghaida - Credit

Arabic Achievement

Hadi Abou Ghaida - Credit

Arabic Consistent Effort

Hadi Abou Ghaida - Credit

Arabic Improvement

Hadi Abou Ghaida - Credit

Arabic Consistent Effort

Hadi Abou Ghaida - Credit

Arabic Achievement

Hadi Abou Ghaida - Credit

Arabic Consistent Effort

Hadi Abou Ghaida - Credit

Zeinab Eid - Credit

Writing

Hadi Abou Ghaida - Distinction

Khalil Youssef - Credit

Tara Youssef - Credit

Mahiat Tassinim - Credit

Ghadir Al Ali - Credit

Zeinab Eid - Credit

Rayanne Khalife - Credit

Spelling

Khalil Youssef - High Distinction

Ahmad Sabra - Distinction

Hadi Abou Ghaida - Distinction

Mahiat Tassinim - Distinction

Hasan Morad - Credit

Ghadir Al Ali - Credit

English

Khalil Youssef - Distinction

Hadi Abou Ghaida - Credit

Ali Hamdy - Credit

Hassan Morad - Credit

Ahmad Sabra - Credit

Ghadir Al Ali - Credit

Maths

Hadi Abou Ghaida - Distinction

Hassan Morad - Distinction

Khalil Youssef - Distinction

Ali Hamdy - Credit

Ahmad Sabra - Credit

Ismail Hammoud - Credit

Ghadir Al Ali - Credit



Australian Mathematics Competition

Khalil Youssef - Distinction

Ali Hamdy - Credit

Ahmad Sabra - Credit

Ismail Hammoud - Credit

Ghadir Al Ali - Credit

UNSW

Ali Hamdy - Distinction

Hassan Morad - Credit

Khalil Youssef - Credit

Jawad Tannana - Credit

Science

Hadi Abou Ghaida - Distinction

Khalil Youssef - Credit

Ahmad Sabra - Credit

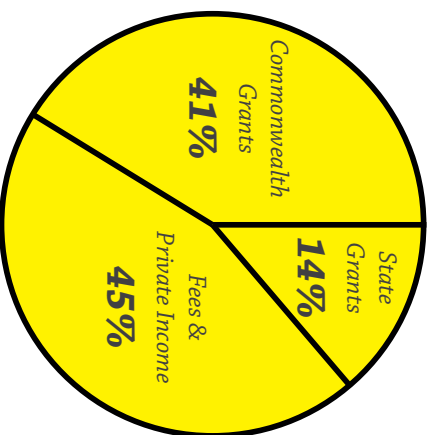
Ghadir Al Ali - Credit



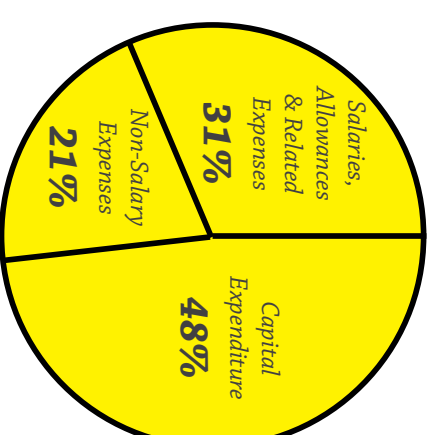
Financial Information

Reporting Area 12 Financial Information Summary

Income



Expenditure





Al Zahra College



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Al Zahra College is an IB World 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 9 (with an additional secondary year group planned

each year). The Preschool and Primary sections are coeducational, while the secondary school is for girls.

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.

Al Zahra College is authorised to offer the Primary Years Programme (PYP). AZC is also a Candidate MYP (Middle Years Programme) school and a Candidate DP (Diploma Programme) School.

