



AZC ANNUAL REPORT 2015

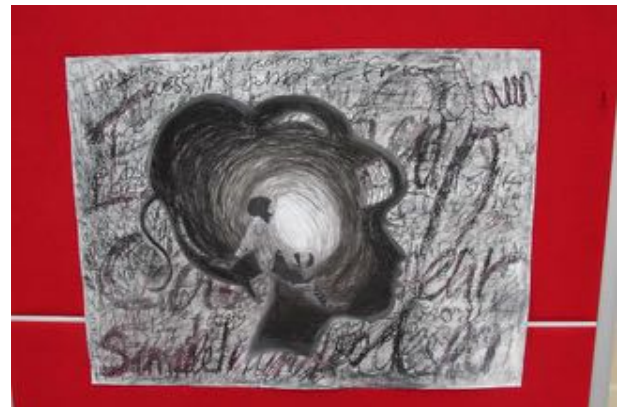


Al Zahra College
for a brighter future



AL ZAHRA COLLEGE ANNUAL REPORT 2015

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HEADMASTER'S MESSAGE

In 2015, we believe we have delivered a very strong performance as we have evolved the strategy of Al Zahra College toward a strong focus on Future leadership and team work.

We are proud of the strong leadership team at Al Zahra College, developed primarily from within the college, but with the

prudent addition of external talent when needed. We believe we have a great mix of experience and expertise as we continue to focus on planning for a brighter future for our young Australian Muslims.



We are fully aware of the necessity involved in evaluating and shaping the College's long-term strategy. The senior management team meets every term to discuss the requirements for success and to provide their future vision of Al Zahra College. We are proud of the College's strategic planning process, and we believe it will allow us to continue to drive long-term value for our students, parents and community.

Together, we look forward to a successful future.

Dr Wissam Mustapha
Headmaster

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HEAD OF PRIMARY'S MESSAGE

2015 was another significant year in the growth and development of the primary school at Al Zahra College. It was the first time that we had two stream classes from Kindergarten to Year 4 with single stream classes in Years Five and Six.

New initiatives included:

- The trial of the new Skoolbag app to communicate with parents.
- The introduction of collaborative PE sessions.
- Communicating students' strengths and goals via academic reports on Sentral.
- Participation in the School's Leading Learning Literacy Project.
- Participation in Inter-school Harmony Day activities with Orange Grove Public School.



There were opportunities for students to represent AZC in sport at the ASISSA Tennis and Football Trials. Students also represented AZC at the ASISSA Swimming, Athletics and Cross Country Carnivals, with some going on to compete in the CIS Swimming and Athletics Carnivals.

Selected students participated in the UNSW ICAS exams for Digital Technologies, Science, Spelling, Writing, English and Mathematics. Our results ranged from Certificates of Participation through to Credits and Distinctions.

A very important milestone for the AZC primary school was the successful completion of the IB PYP Evaluation process. The result of passing PYP Evaluation means that we are granted continued status as an IB World School for the Primary Years Program until 2019.

I would like to take this opportunity to thank all of the staff, students and their families for all of their efforts in making the Al Zahra College Primary School a safe, supportive and happy

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community of learners in 2015 and look forward to working together to make the school an even better place in 2016.



Dr. David McGregor
Head of Primary



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CONTEXTUAL INFORMATION ABOUT AZC

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 12. The College motto Faith, Knowledge, Wisdom promotes in all students' endeavors, 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 authorized PYP (Primary Years Program) and DP (Diploma Program) school as well as a candidate for MYP (Middle Years Program).

The College is registered with the NSW Board of Studies and addresses the standards and requirements set by them 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 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.



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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 table shown below indicate the percentage of students in each year whose test performance scored them at or above the minimum standard.

NAPLAN tests are one way of measuring the progress students are making, however, many other assessments techniques are utilized by teachers on a regular basis to assess and evaluate teaching and learning.

NAPLAN 2015					
% OF STUDENTS AT OR ABOVE NATIONAL STANDARDS					
Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	97.4%	100%	100%	97.4%	92.1%
5	93.5%	100%	100%	96.8%	100%
7	100%	96.9%	96.9%	90.6%	96.9%
9	96.2%	80.8%	84.6%	96.2%	92.3%

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ROSA

Subject	A	B	C	D	E	Total
Arabic	2	1	1	1		5
Information and Software Technology	1	2	1			4
Physical Activity and Sports Studies	1	4				5
Photographic and Digital Media	1					1
Geography (Mandatory)		3	1	1		5
Islamic Studies	1	4				5
Personal Development Health and Physical Education		5				5
Science		2	3			5
English	1	1	1	1	1	5
Mathematics	1	1	2	1		5



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IB DIPLOMA

DP: Diploma Program

In late 2013, Al Zahra College became certified to run the IB: Diploma Program for years 11 and 12. In 2014, AZC began to enroll students into Year 11 and offered Year 12 classes at the start of 2015.

Diploma Program curriculum framework

IB Diploma Program students must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5.

At least three and not more than four subjects are taken at higher level (240 teaching hours), while the other subjects are taken at standard level (150 teaching hours). Students can study and take examinations, in English, French or Spanish.

In addition to disciplinary and interdisciplinary study, the Diploma Program features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

Graduating the first DP Batch 2015

Al Zahra College combined high expectations for every student, a competency-based approach, a small personalized learning environment, and opportunities to make connections between classroom learning and the world outside the school walls. Our 7 Diploma students have gained strong academic and life skills and college experience that prepared them for the transition to post-secondary education and careers. We have successfully created and supported a positive and innovative learning environment and 2015 results were as expected.



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PROFESSIONAL LEARNING

PD Item	Participating Staff
1. Schools Leading Learning Planning	Primary Teaching and Learning Committee
2. Science and Social Studies in the PYP	Primary Teaching Staff
3. Lesson Observations and Feedback	Executive Staff
4. ICT Planning	Executive Staff
5. IB Network Meetings	Executive and Teaching Staff
6. Online Child Protection Training	Teaching Staff
7. Duty of Care Workshop	Teaching Staff
8. English Syllabus Familiarisation	Teaching Staff
9. Grammar Online: Levels of Delicacy	Primary Teaching Staff
10. History Syllabus Familiarisation	Teaching Staff
11. Making the PYP Happen	New Primary Teaching Staff
12. Physics for Early Childhood	Kindergarten Teachers
13. School Visits	Teaching Staff
14. Teacher Accreditation Briefing	Executive Staff
15. Implementing the MYP Curriculum	Secondary Teaching Staff
16. A Whole School Approach to Positive Psychology in Education	Nominated Secondary Teaching Staff
17. First Aid and CPR	Nominated Administration Staff
18. AIS Briefings	Nominated Administration and Executive Staff

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TEACHING STAFF

CATEGORY	NUMBER OF TEACHERS
Having teacher education qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	38
Having a bachelor degree from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications	5

WORKFORCE COMPOSITION

AL ZAHRA COLLEGE STAFF 2015		
Category	Full-Time	Part-Time
Academic	28	10
Non - Academic	8	3
Indigenous	0	0
Total	36	13



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STUDENT ATTENDANCE RATES

2015 ENROLMENT AND ATTENDANCE		
	ENROLMENT	ATTENDANCE
Primary		
Kindergarten	34	—
Year 1	39	87%
Year 2	42	90.6%
Year 3	37	89.4%
Year 4	21	86%
Year 5	31	89%
Year 6	30	87%
Primary Total	234	
Secondary		
Year 7	32	90.6%
Year 8	23	88.7%
Year 9	25	88.7%
Year 10	5	88.5%
Year 11	15	—
Year 12	6	—
Secondary Total	106	
School Total	340	88.5%



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MANAGING STUDENT NON-ATTENDANCE

The school maintains a register of enrolments.

The School monitors the daily attendance and absence of students in the School by maintaining a daily register for each class of students.

Student absences from classes or from the School are identified and recorded by the class teacher using the code approved by the Minister for Education.

Unexplained absences from classes of the School are followed up in an appropriate manner with the student and/or their parent or guardian by the Enrolment Officer.

RETENTION OF STUDENTS FROM YEAR 10 TO YEAR 12

Year 10 2013	Year 12 2015
15 Students	6 Students

POST-SCHOOL DESTINATIONS

As AZC offers the IB Diploma instead of the NSW HSC, a number of Year 10 students chose to move onto other schools in order to work towards the Higher School Certificate. Some students also left to join TAFE or pursue other studies.

A number of 2015 Yr. 12 DP students have gone on to tertiary study in 2016 as follows:

Course	University
Law/ Business	UTS
Engineering	Wollongong University
Pre-Med	Wollongong University
Speech Pathology	Macquarie University
Medical Science	UWS

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CHARACTERISTICS OF THE STUDENT BODY

AZC is a coeducational school offering classes from Pre-School up to Year 12.

In 2015 there were:

Total Number of Primary Students:

210

Male Primary students: 95

Female Primary students: 115

Total Number of Secondary Students:

129

Male Secondary students: 62

Female Secondary students: 67

SCHOOL POLICIES:

Policy documents are reviewed annually. Documents can be obtained from the administration office or via the College Website.

ENROLMENT

General Conditions

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

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

- *the potential of the applicant to benefit from the educational services available;*
- *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 Headmaster.

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*



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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). 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 Headmaster.

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 Headmaster 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);
- 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.



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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 standardized 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 Headmaster 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 Principal 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.

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

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



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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 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.



STUDENT WELFARE

Al Zahra College strives to achieve the highest quality education maintaining the community's heritage and culture, operating within the policies of the NSW Board of Studies.

The College seeks to provide a safe and supportive environment which:

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- Minimises risk of harm and ensures students feel secure
- Supports the physical, social, academic, spiritual and emotional development of students
- Provides student welfare policies and programs that develop a sense of self-worth and foster personal development

Al Zahra College has an effective and appropriate Student Welfare policy and practices, so that all students and staff can work together in a safe, harmonious and educationally productive environment.

*Al Zahra College is committed to striving for academic excellence, in a safe and mutually respectful atmosphere, where each individual is encouraged to reach his/her potential. **The use of corporal punishment, in any form, is prohibited and has no place in the welfare and disciplinary policy and practices at this College.***

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The college does not sanction the administering of corporal punishment by non-College persons, including parents, to enforce discipline at the College.

Parameters

Student Welfare in a College operates and applies at many levels, micro and macro, formal and informal, minor and major.

Examples could range from a teacher telling a child not to lean back in a chair, because it is dangerous, through to the Head of College expelling a student, because of a serious assault on another student, or teacher.

No Student Welfare policy could expressly refer to every single example of conduct or behaviour that might be deemed unacceptable in a given set of circumstances. Teachers' judgement and professionalism have to be allowed.

Nevertheless, teachers and/or students may be called on to explain and justify why they acted in a particular way in a given set of circumstances, which may or may not be explicitly covered by the Student Welfare Policy.

Rights and Responsibilities

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Rights of Students

- to know what is expected of them in and by the College
- to receive a quality education
- to be able to learn without threat or fear
- to be treated fairly and with respect.

Responsibilities of Students

- to seek guidance when needed
- to follow directions and advice from staff
- to listen to others' opinions and views
- to treat others fairly and with respect
- to make genuine efforts to learn, and to experience success.

Rights of Staff

- to be able to teach, unhindered, and to share their knowledge
- to be treated with respect by students, colleagues and parents
- to be supported by the College executive.

Responsibilities of Staff

- to embody high standards of professionalism and scholarship
- to create and maintain a safe and caring learning environment
- to treat colleagues, students and parents with respect
- to support the College executive.

Rights of Parents

- to have their children educated to accountable standards, in accord with their abilities
- to know their children are safe and cared for at the College
- to be treated with due respect
- to have reasonable access to staff.

Responsibilities of Parents

- to guide and assist their children to meet College obligations
- to get their children to College on time and make approved arrangements for their return home after College
- to pay all relevant College fees and costs
- to provide the College with accurate and up-to-date information about their children
- to keep their children away from College when sick or injured

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- to treat other parents, staff and students with respect.

ANTI-BULLYING

Definition

A person is bullied when one or more other people expose them regularly and over time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

Rationale

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.

Aims

Reinforce within the college community what bullying is, and the fact that it is unacceptable.

Everyone within the college community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.

Ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.

Seek parental and peer-group support and co-operation at all times.

Implementation

Parents, teachers, students and the community will be aware of the college's position on bullying.

The college will adopt a four-phase approach to bullying.

A. Primary Prevention:

Professional development for staff relating to bullying, harassment and proven counter measures.

Community awareness and input relating to bullying, its characteristics and the college's programs and response.

Provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.

A bullying survey will be administered and acted upon annually.



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Each classroom teacher to clarify at the start of each year the college policy on bullying.
The PDHPE curriculum to include anti-bullying messages and strategies. Students to promote the philosophy of 'No Put Downs'.

Structured activities available to students at recess and lunch breaks.

B. Early Intervention:

Promote children and staff reporting bullying incidents involving themselves or others.

Classroom teachers and principal on a regular basis remind students and staff to report incidents of bullying.

Parents encouraged contacting college if they become aware of a problem.

Public recognition and reward for positive behaviour and resolution of problems.

C. Intervention:

Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.

Students and staff identified by others as bullies will be informed of allegations.

Both bullies and victims will be offered counselling and support.

If student bullying persists parents will be contacted and consequences implemented consistent with the college's Discipline Policy.

If staff bullying persists, the Principal will commence formal disciplinary action.

D. Post Violation:

Consequences for students will be individually based and may involve: exclusion from class; exclusion from the playground; college suspension; withdrawal of privileges; ongoing counselling from appropriate agency for both victim and bully.

Reinforcement of positive behaviours.

Classroom Meetings.

Support Structures.

Ongoing monitoring of identified bullies.

Rewards for positive behaviour.

Consequences for staff will be individually based and may involve: counselling; a period of monitoring; a formal support group; disciplinary actions.



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DISCIPLINE

Introduction

It is publicly recognised that a strength of independent schools is the ability to maintain discipline and deal with disciplinary matters quickly and effectively to ensure that a positive and productive learning environment is maintained for all students.

This policy maintains the principles of procedural fairness:

“Procedural fairness is a basic right of all when dealing with authorities.

Procedural fairness refers to what is sometimes described as the ‘hearing rule’ and the ‘right to an unbiased decision’.

The ‘hearing rule’ includes the right of the person against whom an allegation has been made to:

- *know the allegations related to a specific matter and any other information which will be taken into account in considering the matter;*
- *know the process by which the matter will be considered;*
- *respond to the allegations;*
- *know how to seek a review of the decision made in response to the allegations.*

The ‘right to an unbiased decision’ include the right to:

- *impartiality in an investigation and decision making;*
- *an absence of bias by a decision-maker,” and*

The review mechanism adds to the fairness of the process.”

2. General Policies

- 2.1 *Students are required to abide by the School’s Rules and to follow the directions of teachers and other people with authority delegated by the School.*
- 2.2 *Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the students may be subject to disciplinary action.*
- 2.3 *The disciplinary procedures undertaken by the School vary according to the seriousness of the alleged offence. Where the allegation, if proved, may result in suspension or expulsion, the student and parents will be informed of the allegations and procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.*
- 2.4 *The penalties imposed vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion.*
- 2.5 *The school prohibits the use of corporal punishment in disciplining students attending the school.*
- 2.6 *The school doesn’t not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.*
- 2.7.1 *Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student will be afforded a right of review of appeal.*
- 2.8 *Review of Appeal:*
The Discipline Committee will reach a decision in relation to the allegation and recommend the penalty to be imposed to the Head of College or their nominee. The parents will be informed of the finding and recommendation and may make representations to the Head of College or their nominee in respect of the finding and recommendation. The Head of College or their nominee then makes a final decision.

COMPLAINTS AND GRIEVANCES



What is a grievance?

A grievance is any type of problem, concern or complaint related to work or the work environment. A grievance may be about any act, omission, situation or decision that you think is unfair, discriminatory or unjustified.

Our grievance procedure is:

Completely Confidential

Only the people directly involved in making or investigating a complaint will have access to information about the complaint.

Impartial

Both sides will have a chance to tell their side of the story. No assumptions will be made and no action will be taken until all relevant information has been collected and considered.

Free of Repercussions

No action will be taken against anyone for making a complaint or helping someone to make a complaint. Management will take all necessary steps to ensure that no victimization occurs against anyone who has made a complaint.

Timely

All complaints will be dealt with as quickly as possible. We aim to resolve all complaints within 4 weeks.

This Grievance Handling Procedure sets out the way in which we will handle a complaint. Please use it if you need to.

What to do if you have a grievance

If you can, try to sort it out directly with the person involved.

Sometimes, people don't mean to do things that hurt or offend others. This does not mean that it is okay. However, it does mean that, if you can, you should tell the person who is acting in a hurtful or unsuitable way that his or her behaviour is not acceptable and/or offensive so that they have the chance to stop or to change what they are doing.

If this does not work, or you do not feel that you can sort it out directly yourself, if you can, go to the Headmaster. The Headmaster can give you advice about the best way to tackle your problem and where to go if you need more help.

All complaints that you take to the Headmaster will be treated privately. Nothing will be done without talking to you first and receiving your agreement.

If you wish to make a formal complaint the Headmaster will:

- *explain the grievance handling procedure, including what may happen if there is or is not enough evidence to support your complaint;*

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- *direct you to where you can go if you are not happy with the way that the college is dealing with the complaint;*
- *highlight other places to attain more information;*
- *take a written record of the complaint;*
- *talk to the other person/people involved separately and impartially to hear their side of the story;*
- *tell you what the other person/people said and discuss what should be done to sort out the complaint; and*
- *make sure that whatever you have agreed/decided upon actually happens.*

Appropriate actions that may be taken:

If a written complaint is substantiated:

- *A written apology*
- *An official warning*
- *Counseling*
- *Demotion*
- *Dismissal*
- *An independent review of the situation*

If the complaint is not substantiated (there is not enough proof):

- *Training for all staff*
- *Keeping a closer watch on the behaviour of employees*

If the complaint was falsified:

- *Counseling for the person who made the complaint*
- *A written apology*
- *An official warning*
- *Dismissal*
- *Demotion*

Follow up, including periodical assessments of the effectiveness of the agreed strategies.

Appeals

If you think that the grievance procedure was not followed properly, you can appeal to the College Chairman. He will look at the way in which the complaint was handled. If the Chairman believes the complaint was handled properly, he will take no further action. If there is reason to believe that the complaint was not handled properly, he will organise for the complaint to be reviewed.

The review will be carried out by someone other than the person who first handled the complaint.

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PRIORITY AREAS FOR IMPROVEMENT

Priority Area	Action taken in 2015	Action for 2016
1. Student Welfare	<ul style="list-style-type: none"> Allocated mentors to students with discipline problems to help them set goals for improving their behaviour. Employed a new speech pathologist for 2016. Provided counselling services for students. Accessed external specialist support through the AIS. Implemented the Head of House system in the Secondary School to monitor the behavioural and academic performance of students, 	<ul style="list-style-type: none"> Review and update Learning Support procedures. Continue to access external assistance where required. Timetable student access to learning support specialists. Keep updated student records on Sentral. Inform parents of student progress at the end of each semester.
2. Discipline	<ul style="list-style-type: none"> Introduced an informal detention system as a step before referrals to the discipline committee. The Primary School discipline committee met weekly to process referrals. Reviewed discipline procedures in the Secondary School. Teachers held mediation sessions with students to help them resolve their issues to avoid matters having to be addressed by the discipline committee. 	<ul style="list-style-type: none"> Review current policies and procedures across K – 12.
3. Curriculum	<ul style="list-style-type: none"> Reintroduced Multilit and Minilit lessons. Started tracking student's literacy progress through Sentral. Introduced reciprocal teaching as a learning support strategy in the classroom. Successfully passed the IB PYP Evaluation process, maintaining 	<ul style="list-style-type: none"> Implement the new History and Geography syllabus documents. Update scope and sequences across K – 12. Look at ways of implementing Office

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	<p>IB World School status. The next evaluation will take place in 2020.</p> <ul style="list-style-type: none"> • Implemented the new BOSTES Mathematics and Science syllabus documents. • Started introducing the new BOSTES History and Geography syllabus documents to teaching staff. • Introduced student visits to Arncliffe Library. • Began drafting an updated PDHPE scope and sequence. • Introduced K – 2 and 3 – 6 PE sessions where teachers, plan teach and assess PE units together. 	<p>365 as a Learning Management System across K – 12.</p> <ul style="list-style-type: none"> • Trial digital portfolios in the primary school. • Develop more explicit links between assessment tasks and BOSTES outcomes. • Continue participation in the Schools Leading Learning project. • List outcomes at the back of PYP planners rather than just the codes to encourage greater teacher awareness of BOSTES expectations. • Develop an essential agreement for what we would expect to see across the school in the morning literacy session. • Develop a PYP essential agreement for homework. • Group and regroup students for literacy and numeracy activities each term. • Introduce Jacaranda Plus as a diagnostic tool for monitoring the progress of secondary students. • Apply for authorization for the MYP.
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<p>4. Communication</p>	<ul style="list-style-type: none"> • Held parent information sessions for PYP, MYP and DP. • Introduced the AZC Skoolbag App. This was first introduced to 2016 Kindergarten parents. It is now being promoted through parent bulletins. The app will allow information to be delivered via push notification. This includes: announcements, newsletters, photos, absence notifications, staff leave forms, payment of fees and accessing of documents. 	<ul style="list-style-type: none"> • Continue to hold parent information sessions for all academic programs. • Encourage families and staff to download and use the app as appropriate on their tablet and/or smartphone to: keep up to date with AZC events, read bulletins, make absence notifications, complete forms and make payments. • Show students how to use the app so that they can teach their parents how to use it.
<p>5. Academic Reports</p>	<ul style="list-style-type: none"> • Produced Academic Reports through Sentral. • Linked BOSTES outcomes to student's strengths and goals. • Started sending reports via email. 	<ul style="list-style-type: none"> • Review the reporting format on Sentral. • Develop a greater consistency in presentation of comments across the school. • Further develop consistency in grade allocation by teaching staff.
<p>6. Staff</p>	<ul style="list-style-type: none"> • Introduced a teacher self-appraisal system where teachers reflect on their current practice, discuss this with a supervising teacher and set PD goals for the future. • Introduced Team Leaders to provide new leadership opportunities for staff. • Updated processes for teacher appraisal/accreditation. 	<ul style="list-style-type: none"> • Review the AZC teacher accreditation process. • Review induction processes for new staff. • Look into providing First Aid/Anaphylaxis training for staff.

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	<ul style="list-style-type: none"> • Established a Primary Teaching and Learning Committee to work on the Schools Leading Learning project to help raise literacy standards within the school. • Regular program feedback was provided to K – 12 teaching staff by IB Program Coordinators. • PD opportunities for training staff in IB programs included: School visits, In-school workshops, online workshops and participation in conferences. 	<ul style="list-style-type: none"> • Encourage staff to pursue personal PD goals. • Allocate time for the PTLC to meet and plan for implementation of the 2016 SLL Project. • Establish a project management committee to lead the AZC ICT project across K -12. • Continue to provide staff with a variety of PD options across all three IB programs.
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INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

HAJ

The students of Al Zahra College participated in the 3rd Annual Haj Program. Each year at the same time as the haj pilgrimage is taking place on the other side of the world the students reenact the pilgrimage in our own school playground. Haj is a ritual representing the Prophet Ibrahim's devotion to Allah and, as an example of shared beliefs between Muslims, Jews and Christians, promotes harmony and diversity.

FUNDRAISING

Throughout 2015 Al Zahra College students participated in several humanitarian initiatives over the year, such as fundraising for Daffodil Day, Footy Colours Day, Jump Rope for Heart (Heart Foundation) and Jeans for Genes day, demonstrating respect and responsibility and international mindedness.

HARMONY DAY

AZC celebrates Harmony Day each year. The message of Harmony Day is everyone belongs. In 2015 students were encouraged to wear a traditional outfit to represent their culture and to share food from their culture. Classes were involved in activities that represented Harmony Day and Primary students participated in inter-school Harmony Day activities at Lillyfield Public School.

IB PROGRAMS

Through participation in the PYP, MYP and DP students are encouraged to be: Balanced, Open Minded, Principled, Inquirers, Risk-Takers, Communicators, Reflective, Thinkers, Knowledgeable and Caring.

IB programs encourage students across the world to become internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

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PARENT, STUDENT AND TEACHER SATISFACTION

In 2015 parents were given many opportunities to meet with the teaching and executive staff to provide feedback on the school and to assist in planning for the future.

The major points raised were:

Parents were happy with the information sessions held at the beginning of the year and enjoyed having the opportunity to meet their children's teachers.

A number of parents wanted to see a greater emphasis placed on community involvement in Islamic Events.

Parents were happy with new communication strategies being put into place such as emailed bulletins, bulk SMS, the Principal's podcast, PYP matters magazines, Parent Bulletins etc.

Parents enjoyed receiving information regarding strengths and goals for each student on primary school reports.

Parents were happy seeing the high school expand into Year 11 and were happy to see staffing and resources being allocated to cater to the growth.

High school parents were concerned with their children getting a wider cultural understanding, behavioural issues in the classroom, access to technology and safe use of it, the DP marking system, literacy and numeracy support.

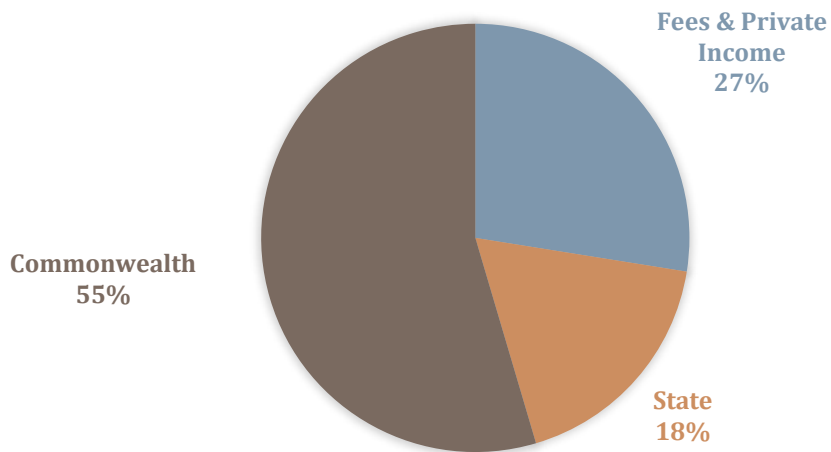
In general, parents were happy with their children receiving an IB education, but would like to see more learning support strategies put in place for identified students.



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SUMMARY OF FINANCIAL INFORMATION

2015 INCOME



2015 EXPENSES

