



AL ZAHRA COLLEGE ANNUAL REPORT 2018



Al Zahra College
for a brighter future



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1. COLLEGE BOARD CHAIRMAN'S MESSAGE

Assalamu Alaykum,

On behalf of the Board of Directors, I would like to congratulate the Al Zahra College community for their commitment, hard work and performance in 2018. The College Board's role is to lead and to serve the needs of the College since its establishment in 1998. The year 2018 marked the College's 20-year anniversary, and these two decades have seen remarkable development and growth for this institution from its humble beginnings.

At Al Zahra College, our Islamic Principles and the International Baccalaureate (IB) educational philosophy continue to be the frameworks for our education. As an IB World school, we are part of a growing community of almost 200 Australian schools offering one or more of the IB programmes. Since the early 2000s, the IB Diploma's popularity in Australia has tripled, and we are one of the few schools that have adopted the IB across K-12.

Academically, 2018 has proven to be another successful year for Al Zahra College. We are extremely proud of our 2018 Diploma Programme students' outstanding performance. Just under a half of our Diploma students achieved an ATAR of over 90. These are exceptional achievements, and they reflect the College's commitment to academic excellence, and a testimony to the hard work and dedication of our students, teachers and parents. Our Middle Years Programme (MYP) has continued to thrive as has our PYP (Primary Years' Programme). We are also proud of our students' NAPLAN scores in both primary and high school. Across the College, many exciting initiatives and programs were successfully implemented. 2019 promises to be another productive and exciting year.

The College Board will continue to work in collaboration with the Headmaster and stakeholders to achieve our strategic vision. We look forward to a bright future and continued growth at Al Zahra College.

Mr M. Makki

Chairman Al Zahra College Board

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2. HEADMASTER'S MESSAGE

2018 has without a doubt been another phenomenal year at Al Zahra College. Whilst 2017 will be a year that is remembered as the year that Al Zahra College was given authorisation to implement the IB MYP Programme and becoming a World IB School, 2018 has marked the success of the implementation of this programme, through the remarkable results that were achieved in the International Baccalaureate Diploma by our students. Some of our hardworking, dedicated and knowledgeable students achieved outstanding scores of 34- 39 points out of 45, which equates to ATAR's scores of between 90 and 97.5. I would like to once again congratulate these amazing students as well as our dedicated, caring and professional teaching staff who have supported these students throughout their educational journey at Al Zahra College which has clearly been reflected in these great achievements.

Due to such great academic results and being a highly reputable IB Islamic school, the number of enrolments at Al Zahra College has increased dramatically throughout the school, from the Pre-school, to the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP). An increase in student applications and enrolments allows the students to have access to a greater number of subject choices in the higher years as well as the school gaining additional teachers which brings a feeling of depth and fresh energy into our academic departments, along with a diverse range of experiences which gives us the ability to offer our students more within the classroom.

Throughout the year, both staff and students have worked extremely hard to successfully implement the IB PYP, MYP and DP Programmes that meet the curriculum requirements of the NSW Education Standards Authority, as well as delivering an Islamic education to our students.

Highlights of 2018

2018 was another great and successful year in implementing the PYP, which was evident by the Year 6 students putting on an outstanding PYP Exhibition and performance. The extent of inquiry, risks and creativity that the students were up to was beyond belief, which led to the delivery of work that was of a very high standard.

The implementation of the MYP met with similar success. This year, Al Zahra College was very confident in delivering the educational requirements for the implementation of the MYP, after becoming an authorised IB MYP World School in 2017. At the beginning of the year, our new

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Year 7 high school students attended a school camp for two nights and three days at the Great Aussie Bush Camp, Tea Gardens, as part of the extra-curricular education at Al Zahra College. They were involved in activities such as team challenging trails, rock climbing, canoeing, flying fox, high ropes, archery and many others. Experiences such as this, facilitated the opportunity for students to further build on and cultivate their communication and leadership skills, as well as becoming risk takers and challenging themselves, which is what we aim to build within our individual students at Al Zahra College.

As for our DP in 2018, Al Zahra College students achieved outstanding results in the IB Diploma. This has emanated from extremely hard work and long hours from all our dedicated Al Zahra College staff beginning from the pre-school up until Year 12, as well as the help and support of the parents and our committed students.

Multiple excursions and outside of school activities have been organised for the DP students to further broaden their knowledge in particular Key Learning Areas.

One of the excursions from which students really benefited was The Parramatta Riverside Theatre excursion to watch a 'Hamlet' dramatic performance. This educational experience supported students' learning in English (Language and Literature), particularly about the features and structure of dramatic texts.

In 2019, Al Zahra College aims to continue to meet the specific individual educational outcomes and goals for all students, as well as creating more resilient, creative, flexible, independent and socially skilled young individuals.



Dr Wissam Mustapha
Headmaster

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3. CONTEXTUAL INFORMATION ABOUT 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 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), MYP (Middle Years Program) and DP (Diploma Program) school. The College is registered with NESA 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 students are able to develop an understanding and respect for their own cultural background and take pride in their identities. Consequently, the ability for students to respect other cultures is strengthened. Islam, by its very essence, is multicultural and Al Zahra College seeks to instill in all students high moral values and respect for all people. This in turn enables them to flourish within the cultural diversity of multicultural Australia and equips them for effective participation, as Australian citizens in the broader global community.



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4. 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 indicates 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 utilised by teachers on a regular basis to assess and evaluate teaching and learning.

NAPLAN 2018					
% OF STUDENTS AT OR ABOVE THE NATIONAL MINIMUM STANDARDS					
Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	87%	93%	96%	93%	94 %
5	99%	96%	100%	92%	100%
7	91%	94%	97%	98%	100%
9	95%	91%	93%	99%	100%

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5. ROSA

Subject	A	B	C	D	E	Total
Arabic	7	5	8			20
Food Technology	7	7	1			15
Textiles Technology		2	2			4
Visual Arts	6	7	5	1		19
Geography (Mandatory)	4	3	10	2		19
Science	4	12	3			19
English	5	5	8	1		19
Mathematics	5	5	7	2		19
History	5	4	9	1		19



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6. IB DIPLOMA

Diploma Program curriculum framework

Year 12 students at Al Zahra College study the International Baccalaureate Diploma instead of the NSW HSC. This gives them an internationally recognized credential.

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.



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7. PROFESSIONAL LEARNING

PD Item	Participating Staff
1. Implementation and Management of School Records	Nominated Secondary Staff
2. Ants in the apple spelling program	Primary Staff
3. TunED-Up!	Nominated Primary Staff
4. Ethical Understanding	Nominated Secondary Staff
5. Governance Symposium	Nominated Executive Staff
6. Teaching Mathematics Through Inquiry K-6	Nominated Primary Staff
7. Obligations in Identifying and Responding to Children and Young People	Primary Staff
8. Assessment for, as and of Learning in Mathematics K-6	Nominate Primary Staff
9. The Mind on Fire	Nominated Secondary Staff
10. Positive Psychology and Mental Fitness In Education	Nominated Executive Staff
11. Student Options, Timetable Development and Daily Organiser	Nominated Executive Staff
12. How the Brain learns Mathematics	Nominated Secondary Staff
13. Productive teaching with Google Apps for Education	Nominated Secondary Staff
14. Positive and Mental Fitness in Education	Nominated Secondary Staff
15. Supporting Students to Achieve the Minimum Standards and Beyond	Nominated Secondary Staff
16. Preparing for 2019 Programming the New K-10 Languages Syllabuses	Nominated Primary Staff
17. Meet the New K-10 Languages Syllabuses	Nominated Primary Staff
18. Coding + Game Development with Unity	Nominated Secondary Staff
19. Evidence-based Classroom Management	Primary and Secondary Staff

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20. Green Screen Technology Across the Curriculum	Nominated Secondary Staff
21. Understanding Leadership	Nominated Executive Staff
22. Aboriginal Studies	Nominated Primary Staff
23. Managing the Extended Essay	Nominated Secondary Staff
24. Supporting IB Students in University Admissions	Nominated Secondary Staff
25. First Aid Update Course	Teaching and Non-Teaching Staff
26. Intervention Strategies: Years 2-6	Nominated PYP Learning Support Staff

8. 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	49
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	1

9. WORKFORCE COMPOSITION

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Category	Full-Time	Part-Time
Academic	32	9.5
Non - Academic	6	5.25
Indigenous	0	0
Total	38	14.75

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10. STUDENT ATTENDANCE RATES

	ATTENDANCE
Primary	
Kindergarten	93.23%
Year 1	93.16%
Year 2	91.82%
Year 3	90.65%
Year 4	92.52%
Year 5	91.64%
Year 6	90.05%
Secondary	
Year 7	89.60%
Year 8	89.80%
Year 9	88.38%
Year 10	86.49%
Year 11	81.59%
Year 12	94.26%
School Total	90.8%



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11. MANAGING STUDENT NON-ATTENDANCE

Al Zahra College adheres to the Student Attendance Policy and procedures for managing student non-attendance. The College maintains a register of enrolments. The College monitors the daily attendance and absence of students in the College by maintaining a daily register for each class of students. This is done through Sentral. 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.

Al Zahra College Administration Staff follow up unexplained absences from classes of the School in an appropriate manner with the student and/or their parent or guardian.

12. RETENTION OF STUDENTS FROM YEAR 10 TO YEAR 12

Year 10 2015	Year 12 2018
5 Students	6 Students

13. POST-SCHOOL DESTINATIONS

As Al Zahra College offers the IB Diploma instead of the NSW HSC. Post-School destinations for Yr. 12 DP students in 2018 are as follows:

Post-School Destination	Percentage of Students
Further Study	100%
Workforce	0%
Unknown	0%

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14. CHARACTERISTICS OF THE STUDENT BODY

Al Zahra College is a coeducational school offering classes from Pre-School up to Year 12.

In 2018, there were:

Total Number of Primary Students:

286

Male Primary students: 132

Female Primary students: 154

Total Number of Secondary Students:

163

Male Secondary students: 85

Female Secondary students: 78

15. SCHOOL POLICIES

Policy documents are reviewed annually. These documents can be obtained from the administration office.

A. 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



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College families to re-register for the following year. Before this date, we have no information about the availability of places for the following year.

Kindergarten Enrolments

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

Other Enrolments

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

Late Admissions

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

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.



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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 Al Zahra College 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.



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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.



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B. 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 NESA.

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

- 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.

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Rights and Responsibilities

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

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

C. 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



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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.

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.



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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.



D. 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’.

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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 does 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:

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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.

E. 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

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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;
 - 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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16. PRIORITY AREAS FOR IMPROVEMENT

Priority Area	Action taken in 2018	Action for 2019
Teaching and Learning	<ul style="list-style-type: none"> Introduction of literacy and numeracy initiatives to enhance quality of learning 	<ul style="list-style-type: none"> Introduction of the Ants in the Apple Spelling Program and the AIS NSW Early Literacy Project
	<ul style="list-style-type: none"> Learning Support Staff training in MultiLit and MiniLit 	<ul style="list-style-type: none"> Implementation of the MultiLit and MiniLit programmes across Grades 1- 6
Literacy and Numeracy Support in High School classes	<ul style="list-style-type: none"> Support Teachers in targeted Mathematics and English classes to help support students who require additional support. 	<ul style="list-style-type: none"> Specialised support classes created for years 7, 8 and 9 for English and Mathematics. Support class consists of 5-10 students with a differentiated learning program.
1. Discipline	<ul style="list-style-type: none"> Developed the Al Zahra College K-6 Behaviour Management Guidelines and Procedures documents Adopted improved record keeping through Sentral Adopted methods for increasing communication between school and home over discipline matters. 	<ul style="list-style-type: none"> Began the implementation of the K-6 Behaviour Management Guidelines and Procedures Communicated and implemented new procedures to parents
	<ul style="list-style-type: none"> New Discipline Policy and Procedures developed. A systematic approach to dealing with negative behaviour Positive behavior (Merit) system – Awards register developed in line with rewarding positive behaviour. 	<ul style="list-style-type: none"> Refinement to Discipline Policy (TOD/Yellow/Red Card). Strong focus on rewarding positive behaviour Communicated and implemented new procedures to parents and students
2. Curriculum	<ul style="list-style-type: none"> Continued to develop greater links between NESA Outcomes and the IB programs. The review and update of Al Zahra College's PYP Program of Inquiry (POI) 	<ul style="list-style-type: none"> Implementation of Al Zahra College's PYP POI and review at the end of academic year

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	<ul style="list-style-type: none"> PYP/MYP/DP: Review and update of the Scope and Sequence documents across all KLAs, with a particular focus on new Syllabus requirements, ie PDHPE 	<ul style="list-style-type: none"> Implementation of the updated Scope and Sequence documents and review at the end of the academic year Programs updated based on annotated programs across all KLAs
3. Communication	<ul style="list-style-type: none"> In addition to Skoolbag and the College website, the Dojo appolication was introduced to facilitate communication with parents. 	<ul style="list-style-type: none"> Continue to use Skoolbag, the College website and Dojo as platforms for communication at Al Zahra College. Continue to hold parent information sessions for all IB programs at Al Zahra College.
4.	<ul style="list-style-type: none"> Sentral is used to facilitate Parent Teacher Interviews. Training provided to teachers to utilize full functionality of Sentral to log all Parental and Student interaction. 	<ul style="list-style-type: none"> Skoolbag is used of daily notifications and reminders to parents. Parents are able to respond to attending school events via Skoolbag Looking at using Sentral as a means of communicating to parents merits and demerits (Red/Yellow Cards). All positive and Negative incidents in the school must be logged into Sentral including Parent Complaints, Parents Meetings.
5. Staff	<ul style="list-style-type: none"> Continued to train staff through various PD opportunities across the IB programmes. Provided opportunities for staff to attend PD sessions that count towards teacher accreditation with NESAs. 	<ul style="list-style-type: none"> Provide more opportunities for staff to attend PD sessions that count towards teacher accreditation with NESAs.
	<ul style="list-style-type: none"> Reviewed the Learning Support Programme structure 	<ul style="list-style-type: none"> Implemented the new Learning Support structure after considerable consultation with AIS NSW, and other Learning Support Specialists
	<ul style="list-style-type: none"> Weekly Staff Planning Sessions for all High School Teachers Internal training/Workshops conducted by Coordinators Mentoring programs for New Staff 	<ul style="list-style-type: none"> Friday Staff Planning Sessions for all High School Teachers focus on unit planning for NESAs/IB Internal training/Workshops conducted by Coordinators and external facilitators Staff Induction Program for new staff Focus on IB and NESAs curriculum

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17. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

HAJ

The students of Al Zahra College participated in the 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 2018, 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 Gene's day, demonstrating respect, responsibility, and international mindedness.

HARMONY DAY

Al Zahra College celebrates Harmony Day each year. The message of Harmony Day is everyone belongs. In 2018, 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 Orange Grove Public School in Lillyfield.

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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18. PARENT, STUDENT AND TEACHER SATISFACTION

In 2018 parents, students and staff were given many opportunities 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. They also enjoyed attending religious and end of term/year assemblies at the school. These initiatives will continue in 2018.

Most parents were happy with communication strategies being put into place such as emailed letters, bulk SMS', bulk emails and the Skoolbag app. Some parents without the app wanted paper notes to be sent home and information placed onto the school website. In 2018, any notes that need to be signed by parents will be sent home with the students and posted on the app/website.

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 and the employment of more learning support personnel. To address this issue in 2018 additional learning support teachers will be employed in both the primary and secondary school.

Students were hoping for more lunchtime activities to be organised and more leadership opportunities to be provided. This will be developed in 2018 with initiatives led by our CAS students and the Al Zahra College student parliament.

Staff were hoping for more PD opportunities that would count towards teacher accreditation hours to complement the IB training offered annually. This will be addressed in 2018 through online and on-site NESA approved PD opportunities accessed through AIS NSW.

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19. SUMMARY OF FINANCIAL INFORMATION

