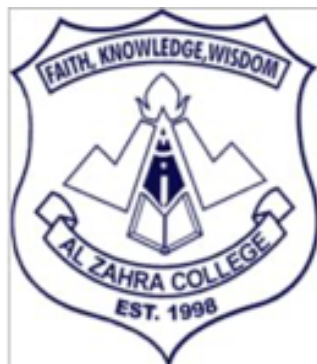




# AL ZAHRA COLLEGE ANNUAL REPORT 2019



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## THEME 1. MESSAGE FROM KEY SCHOOL BODIES

### Message from the Board Chairman

It is with pleasure that I present the Al Zahra College Annual Report for the academic year of 2019, a year which has been eventful and enriching for the College and its community.

As an Islamic International Baccalaureate (IB) World School, our vision at Al Zahra College is to develop, faithful, knowledgeable, and wise young people who take responsibility for creating a better and more peaceful world. In light of this, Al Zahra College aims to foster a love of knowledge in our students through active learning and critical thinking.

Also reflecting the IB mission and another cornerstone of our Islamic faith, is nurturing in our students a sense of responsibility to be caring, to be of service to others, and through our actions make a better and peaceful world. In the Quran, Allah (s.w.t) commands the faithful to:

*Serve God, and join not any partners with Him; and do good—To parents, orphans, those in need, neighbours who are near, neighbours who are strangers; the companion by your side, the way-farer (ye meet), and what your right hands possess: For God loveth not the arrogant, the vainglorious;—*  
Qur'an 4:36

The College has consistently strived to instil this sense of social responsibility in our students, across age groups, and I believe we have been successful. Our students are engaged in the business of creating a better and more peaceful world. This is evident in the way that they nurture each other's social, spiritual and intellectual growth through peer mentoring programs, and in their heart-warming fundraising efforts in support of our neighbours who are strangers, whether it be for our fellow Australians whose lives have been ravaged by the drought or for the poor and famine-stricken beyond our borders.

As a school, we have achieved some noteworthy successes in 2019. In the course of the year, the College Board met frequently. A major task undertaken was to review our long-term planning and update our Five Year Strategic Plan, including the expansion of the school buildings to facilitate the growth of our student population. An extensive review and update was made of the College policies and procedures concerning Student Duty of Care, Workplace Health and Safety, and teacher accreditation. The College also successfully met NESA requirements for renewal of registration and accreditation for the maximum five-year period.

Our students' academic growth has continued to be a strong focus for the College. We are one of the few continuum IB schools in Australia, offering three of the core programmes; the Primary Years, the Middle Years and the Diploma Programmes. We have continued to oversee the student learning growth in all three of our Programmes, with a focus on enhancing literacy and numeracy outcomes across the continuum. This has been facilitated by the expansion of the College's NCCD processes and Learning Support programs. This year, we have also laid the foundations for integrating ICT skills and knowledge across the three programmes. This has been realised with the phased introduction of Canvas, as the Learning Management System for our students from

Years 5 to 12, and the extension of ICT integration into learning beginning from the early Primary years. Our students have the opportunity to engage in a quality education, which is not only conducive to their intellectual growth but one which fosters their social, spiritual, and physical development. The connection of our students in the life of the College continues to be an integral part of our strategic focus. Al Zahra College students have the opportunity to participate in a diverse range of enriching experiences. These experiences seek to enhance student wellbeing, nurture their curiosity and connection with the world around them, and to sow the seeds for lifelong learning and a love for diverse recreational interests.

I would like to take this opportunity to thank our College Board for their dedication and hard work, the parents for entrusting Al Zahra College with their children's education, and to our inspirational and dedicated team of teachers who have continued to work for the intellectual, social, and spiritual growth of our students. I look forward to the continual growth of the College and its community in the years to come.

Mr. Michael Makki  
Al Zahra College Board Chairman



## Message from the Headmaster

2019 has been a tremendously productive and enriching year. As the Headmaster of Al Zahra College International Baccalaureate (IB) World School, I am honoured to be a part of the exceptional achievements of this institution.

At Al Zahra college, our mission is to develop faithful, knowledgeable and wise young people who are equipped to create a better and more peaceful world. Our students are encouraged to



become active, internationally minded learners and critical thinkers who have intercultural understanding and respect. Our aim for our students is to consistently provide a highly engaging and challenging educational experience, as well as a nurturing learning environment that is conducive to their academic, social and spiritual growth. I am very proud of the exceptional standard of work and quality education that we continue to provide for our students.

Al Zahra College is a continuum school that offers the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP). We have achieved outstanding successes and developments in all of the three programmes this year.

Reflecting back on 2019, the PYP continued to evolve and maintain its commitment to excellence. Our strategic priorities for the programme in 2019 were to enhance the quality of teaching and learning by building teacher professional capacity; implementing and refining the College's learning programmes, including our revised IB PYP Programme of Inquiry; as well as fostering student engagement, wellbeing and leadership potential.

Our focus on rigorous and systematic curriculum planning enabled our teachers to deliver engaging, and challenging learning experiences for our PYP students, which seamlessly integrated IB and NESAC curriculum requirements. We built our teachers' capacities through professional learning about IB PYP curriculum delivery, positive behaviour management, explicit teaching approaches, and effective literacy instruction. With all of this happening, our focus never shifted from our core business of delivering quality, challenging and engaging education for our students. Our teachers worked tirelessly to facilitate effective and innovative learning experiences for the PYP students, with a focus on student-centred and inquiry-based approaches to learning.

The Programme developed its Learning Support initiatives, including the implementation of literacy intervention programs and effective NCCD processes to cater to the needs of our students needing additional support. Our focus in 2020 is to further engage our gifted and talented students in challenging learning programmes that further extend their capabilities.

Our PYP students also had opportunities to participate in a diverse range of extra-curricular activities, which enabled our young learners to draw important connections with their world and their classroom learning

experiences, including visits to museums, galleries, and other important historical, social, and political sites. A range of incursions to promote health and wellbeing, including the NED Show, Happy Harold visit, and Police visits to promote cyber-safety were also hosted within the College. Students were able to participate in the Quran Club, Arabic language competitions, and music clubs, while interschool initiatives involved sports tournaments, chess clubs, and debating competitions. We fostered our students' leadership capacities through our SRC Parliament program, our Year 6 - kindergarten student mentoring program, and through participation in interschool student leadership initiatives.

Towards the end of 2019, we hosted our Year 6 PYP Annual Exhibition - a celebration of learning in the PYP, showcasing students' engagement in their in-depth, collaborative inquiries. Our students' inquiries focused on finding local solutions to global problems, which enabled them to take action to address the global issues. Action included fundraising for environmental causes and awareness raising campaigns within and beyond the school community. Our students have consistently exceeded our expectations in their kindness, energy and commitment to learning and growth. We look forward to another year of achieving exciting milestones and successes for the PYP.

In the MYP, we were able to provide our Middle Years students with new learning experiences that allowed them to further develop their knowledge and skills. Our focus this year was to provide our students with holistic learning experiences beyond the classroom. We watched our Year 7 students entertain us with their fantastic acting and drama skills, our Year 8 students showcased their learning at Alphabet Street producing outstanding work as well as creating their own 3D architectural designs and coding their own game design.

Year 9 students commenced their journey of the Personal Project which allows our students to develop a personal interest in a global issue they feel passionate about. Our year 10 students exceeded our expectations by showcasing the best Personal Project exhibition we have seen at the College. Year 10 were our first cohort to start our work experience program at the College. I would like to congratulate our wonderful year 10 students of 2019 for successfully graduating from the MYP. These are just a few highlights of 2019.

Our students consistently embody the IB Learner Profiles of being knowledgeable, inquirers, risk takers and being open minded. This was particularly evident in their ability to adapt to the many changes in 2019. This year, our high school students went from an 8 period weekly cycle on the timetable to a 6 period fortnightly cycle without a glitch. We introduced a range of sports for our students including rock climbing, surfing, sailing, yoga, gym and boxing. We commenced the SRC (Student Representative Council) who represent the student voice and we introduced new elective subjects in Year 9 for students to have a broader range of subject choices. We continue to look for new ways to engage and challenge our students in the MYP.

2020 will be another exciting year with positive change at the College with the introduction of our new literacy program DEAR (drop everything and Read) another initiative to encourage and instil a love of reading. We are also excited to launch our new learning Management System, Canvas. Canvas will replace the physical school diary and planners used in previous years. Students will use Canvas as their electronic diary, their daily and homework planner and assessment tracker where they can keep track of their assessments, marks and grades. We are constantly looking for new ways to improve our teaching practices and embrace technology in the

education arena.

The wellbeing of our students in the MYP is of paramount importance. This year we organized a police visit to address issues such as bullying, cyber safety and appropriate use of social media to educate and protect our children from societal pressures. This program will continue in 2020.

In the Diploma Programme, we provided our Senior students with learning experiences that enabled them to develop physically, intellectually, emotionally and ethically. We began the year by celebrating the academic success of our Class of 2019 achieving a median ATAR of 85 – a tremendous score for a proudly non-selective and inclusive school; as well as the outstanding achievement of a score of 39/45 which is equivalent to an ATAR of 97.5. Equally as significant, we saw the majority of these students achieve entry for their first or second preference for university, as well as a significant growth in the expected achievement levels of the majority of these students, demonstrating an important ‘value-add’ in our education. Two students were selected to receive \$20,000+ scholarships to study at UNSW, UTS and UWS. 5 students were also placed in the top 5% for Language B courses. Our Senior school continually strives to achieve the best outcomes for all our students.

We have seen our students display immense talent, grit and determination across a range of sporting disciplines with unprecedented levels of participation. Senior students participated in the Annual Soccer Cup with other schools and were crowned as winners by bringing home the Ahlul Bayt Cup. Students also participated in the inter-school basketball competition and placed 2nd out of 25 schools. Performances at the ASSISA cross-country and athletics highlight that Al Zahra College is a major competitor within the 31-school association. Our runners were courageous in spirit and produced a fourth-place finish.

This year has also seen a significant increase in student-led social justice initiatives including fundraising projects for developing countries through One Hand One Heart. This has resulted in Senior students serving as providers/hosts with a spectacular inaugural Carnival Day to launch this new level of commitment, fundraising for students in Africa and India, families in Lebanon, Syria and Yemen, the World Food Appeal and many more. We also saw initiatives for curbing the gap between school pressures and student wellbeing in which senior students led workshops for boys and girls about dealing with societal pressures and balancing school and home life. Our CAS program allows students to delve into areas of social justice providing students with experiences that allow them to develop emotionally and ethically.

I look forward to the Year 2020, and expect that it will be even more fruitful and prosperous. I wish to acknowledge and thank our excellent teachers and executive team for making 2019 a huge success. We will continue to provide rich and engaging, well-rounded experiences for our students, nurturing their curiosity and developing their social skills, which are all essential components for their future success.

Dr. Wissam Mustapha  
Al Zahra College Headmaster

## Message from the Student Representative Council

It was a productive and eventful year for the Student Representative Council (SRC). The idea was initially conceived in late 2018, with the students undergoing a rigorous selection process and receiving their badges in an assembly in Term 4 2018 in preparation for the coming year. The first item on the list was raising money for the SRC Fund. The students eagerly began a chocolate drive, much to delight of our teachers, who needed that sugar hit every day at lunchtime. With the chocolate drive, the students raised nearly \$3,000 in Semester 1 2019. Plans are underway to use part of the money to install a tarpaulin shelter on the school playground area.

Halfway through Term 1 2019, Harmony Day came around. The SRC took charge, with its members leading the activities in classrooms and manning the food stalls. They were responsible for decorating the hallways and spreading the spirit of Harmony Day, one of tolerance and inclusion for all! They even found that their efforts made their way into the local newspaper.

In the second semester of 2019, a new project was initiated to introduce 'Fun Days' at the end of each term. The inaugural SRC Fun Day took place in Term 3, with the students running a soccer competition that was highly successful. Further funds were raised to purchase sporting equipment for the school.

Throughout the year, members of the SRC have been demonstrating their leadership through aiding teachers in running assemblies, taking the reins on facilitating student workshops during our Welfare Session and organising observance of various international days. Many of our SRC students were chosen to attend the *Halogen Secondary National Young Leaders Day*, as well as two of our senior members attending *Make a Difference Day* at the NSW Parliament.

We are very proud of how far we have come as the SRC and are grateful for the support of the Senior Leadership Team, in particular, the Coordinators and the Headmaster, who were both sources of encouragement along the way.



*SRC Chair 2019 - 2020*



## THEME 2. CONTEXTUAL INFORMATION ABOUT AL ZAHRA COLLEGE

Established in 1998, Al Zahra College is an Independent, coeducational, International Baccalaureate World (IB) School that was established to provide an alternative education option for the growing Muslim Community in Sydney Australia. The school began operation from two modest houses adjacent to, and leased from Al Zahra Mosque. Over the next two decades, the College witnessed a steady growth, and a physical expansion, with the College purchasing several adjoining properties to become a multiple-building facility that now caters to the learning of almost 500 students from Preschool to Year 12.

Al Zahra College is an authorized continuum IB school, offering the PYP (Primary Years Programme), MYP (Middle Years Programme) and DP (Diploma Programme). The College is also registered with New South Wales Education Standards Authority (NESA) and adheres to the standards and requirements set for all the Key Learning Areas. Additionally, the College offers Arabic language instruction, Islamic and Quranic studies as part of its curriculum. Al Zahra College provides a learning environment for students, that is conducive to academic excellence. Our inspiring staff and our engaging, and challenging curriculum enables our students to perform to the best of their abilities.

The motto of the College is *Faith, Knowledge, Wisdom*, which underscores our mission to develop faithful, knowledgeable and wise young people who take responsibility for creating a better and more peaceful world. Our students are challenged to become active, internationally minded learners and critical thinkers who promote intercultural understanding and respect.

Although Al Zahra College is an Islamic school, students of all cultures and religious affiliations are welcome for enrolment. Through the Islamic faith, which is foundational to the College, our students are nurtured to develop high moral values and ethics. The Islamic ethos and values are also instilled in our teaching programs, and give all students 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 instil 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.

Al Zahra College caters to students from Preschool to Year 12. In 2019, the College had a total of 468 students, all of the Islamic faith. The number of students enrolled in the Primary Years Programme was 283, while the Middle Years and Diploma Programmes had a total of 185 students. The school's population consists of students from a diverse range of cultural backgrounds, and almost all of the students had a language background other than English. For the 2019 academic year, the College has a 283 students in the Primary Years Programme, with 132 male and 151 female students. The Secondary Programmes (MYP and DP) have 185 students, with 95 male and 90 female students.

Further contextual information about the College is publicly accessible on the My School Website ([www.myschool.edu.au](http://www.myschool.edu.au)), including student numbers, student background, school staff and enrolments. Further information can also be accessed on the Al Zahra College website.

## THEME 3. STUDENT OUTCOMES IN STATE WIDE TESTS AND EXAMS

### NAPLAN

In May 2019, students in Years 3, 4, 7 and 9 completed the National Assessment Program Literacy and Numeracy (NAPLAN). 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.

NAPLAN tests are one way of measuring the progress students are making; however, a range of other formative and summative assessments are utilised by teachers on a regular basis to assess and evaluate teaching and learning. NAPLAN however, provides schools with a snapshot of measureable data that navigates students' progress and growth in performance in their schooling. The table below shows the average student results at Al Zahra College for 2019. The data below provides compares the performance of Al Zahra College students with Student of Similar Backgrounds (SIM) and for All Australian schools.

	Al Zahra College	Students with Similar Backgrounds (SIM)	All Australian Schools
<b>NAPLAN – YEAR 3</b>			
<b>Reading</b>	437	433	432
<b>Writing</b>	461	431	423
<b>Spelling</b>	486	433	419
<b>Grammar</b>	507	447	440
<b>Numeracy</b>	451	414	408
<b>NAPLAN – YEAR 5</b>			
<b>Reading</b>	482	496	506
<b>Writing</b>	482	474	474
<b>Spelling</b>	518	502	501
<b>Grammar</b>	494	490	499
<b>Numeracy</b>	474	486	496
<b>NAPLAN – YEAR 7</b>			
<b>Reading</b>	545	533	546
<b>Writing</b>	512	506	513
<b>Spelling</b>	564	541	546
<b>Grammar</b>	553	531	542
<b>Numeracy</b>	547	537	554
<b>NAPLAN – YEAR 9</b>			
<b>Reading</b>	567	564	581
<b>Writing</b>	552	536	549
<b>Spelling</b>	602	574	582
<b>Grammar</b>	578	559	574
<b>Numeracy</b>	597	574	592

## THEME 4. SENIOR SECONDARY OUTCOMES

### Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is a cumulative credential awarded at the end of Year 10 at Al Zahra College. In 2019, 20 students took the decision to pursue the International Baccalaureate (IB) Diploma and were therefore eligible to receive their RoSA. Analysis of 2019 RoSA Grades resulted in a 46% increase in the number of B grades in English and a 48% increase in the number of B grades in Mathematics.



### The International Baccalaureate Diploma Programme (IBDP)

The IBDP is a two-year educational program primarily aimed at 16 to 18-year olds. The program provides an internationally accepted qualification for entry into higher education and is recognised by many universities worldwide.

IB DP 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 DP features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

In 2019, 14 students attained an IB Diploma along with 6 students attaining the Certificate. For the class of 2019, 5% of students received an ATAR of over 90, 30% of students received an ATAR of over 80, 50% of students received an ATAR of over 70. For a non-selective school these figures are impressive. The Dux Award for 2019 was awarded to Ali Sabra who achieved an ATAR of 96.45 and IBDP score of 38. This accolade was awarded at the Presentation of Awards Day.

The following table illustrate the accumulated grade results of 2019.

Grade (1-7)	Total no.
5 - 7	39
3- 4	28
1-2	0

In relation to the 2019 IB worldwide statistics, our students have been placed in the following categories:

- Language A: Studies in Language and Literature top 14.2%
- Language B: language acquisition top 7.3%
- Environmental Systems and Societies top 9.2%
- Theory of Knowledge top 5.23%



## THEME 5. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

### Staff Professional Learning

Staff professional development has been a strategic priority for the College in our drive to enhance the quality of teaching and learning. All our staff participated in professional learning programs in 2019, which engaged them in current pedagogy, IB and NESA curriculum content, legislation and College requirements. Future professional development opportunities at the College will focus on further equipping our teachers with the knowledge and skills to integrate ICT in teaching and learning; continue to effectively deliver IB curriculum content; and to further promote student wellbeing, and a safe and supportive learning environment.

The professional learning program implemented at Al Zahra College in 2019 included the following:

- Professional development courses provided by external agencies
- Professional development facilitated by Al Zahra College executive staff

Below is a summary of the professional learning that was completed by Al Zahra College staff in 2019.

PROFESSIONAL LEARNING		
Course	No. of Staff	Provider
D3 Timetable Construction Training	2	Edval Timetable
NCCD Term 4 Network Meeting	3	AIS NSW
Using Geogebra to illuminate stage 5 & 6 Mathematics	1	Teacher Training Australia
Ctrl-Q Workshop	1	Edval Timetable
Law for School Counsellors	1	LawSense
The New Languages Syllabus	1	AIS NSW
Great Teachers give great feedback	1	AIS NSW
Dynamic Learning Group	20	Dynamic Learning Group
Ants in the apple	20	Ants In the Apple
CPR Course and Anaphylaxis Workshop	55	Surf Live Saving
MacqLit	2	MultiLit Pty Ltd
DP Changes (Maths/ESS)	1	St Paul's Grammar School
Wellbeing & Positive Education: A Practical Approach	1	AIS NSW
Making Classroom Observations & Providing	1	AIS NSW
D2 Timetable Development Training	2	Edval Timetable
Supervising Teachers Progressing to Proficient Teacher	1	AIS NSW
D1 Timetable Essential Training	2	Edval Timetable
Cracking The Hard Class	8	Dynamic Learning Group
Diploma Programme Coordinators Monthly Meeting	1	International Baccalaureate
Exploring Assessment with the New Syllabus	1	AIS NSW
Writing Across The Curriculum years 5-9	1	AIS NSW
Bridging The Gaps: Years 7-10 Science	1	AIS NSW
Careers Advisers Association - Tertiary Updates	1	Careers Advisers Association
CAS Workshop at Santa Sabina	1	International Baccalaureate

Mental Health Support: Whole School Processes	1	AIS of NSW
Edval Daily Training	2	Edval Timetable
Planning & Programming for the new NSW PDPHE K-10 Syllabus	1	AIS NSW
Autism Forum 2019	1	Pearson Academy
RTP PD in Macquarie Park	1	MultiLit Pty Ltd
On Track with PDHPE K-10	1	AIS of NSW
The Role of the Coordinator	2	International Baccalaureate
Guided Inquiry Design: Creating Curious Inquirers	1	Syba Signs Pty Ltd
AIS Visual Arts Conference	1	AIS NSW
Nationally Consistent Collection of Data	1	AIS NSW
Programming & Planning for the new NSW Science & Tech K-6 Syllabus	2	AIS NSW
DP Visit from IB	20	International Baccalaureate
Familiarisation and Planning: NSW PDHPE K-10 Syllabus (K-6)	2	AIS NSW
Tech Mandatory – Digital, Engineered & Food Agri Technologies	2	Teacher Professional Development
Literacy and Numeracy Learning Progressions	1	AIS NSW
DP BM Cat 2/DP EE In Focus	1	International Baccalaureate
IB Leadership Summit	2	International Baccalaureate
IB Global Conference	4	International Baccalaureate
MYP Mathematics	1	International Baccalaureate
Making the PYP Happen	1	International Baccalaureate
Making Your Numerical Data Work	1	AIS NSW
NSW/ACT MEA Interpretation: Personal Leave	1	AIS NSW
Classifications and Letters of Appointment	1	AIS NSW
Redundancies and Managing Restructures	1	AIS NSW
NSW Reportable Conduct and Allegations against employees	1	AIS NSW
Obligations in Identifying and Responding to children & young at risk	1	AIS NSW
The Collaborative Planning Process: Developing Individual Plans	1	AIS NSW
Meet the New Languages K-10 Syllabuses	1	AIS NSW
Optimising the impact of classroom observations	1	AIS NSW
Risk Management	1	AIS NSW
Performance Management Basic Principles	1	AIS NSW
Assessment For, AS and Of Learning	1	AIS NSW
NSW Syllabus for the Australian Curriculum English 7-10	1	AIS NSW
Chemical Safety in Schools - Basic Induction	1	AIS NSW
Chemical Safety in Schools Advanced	1	AIS NSW
Sport, Exercise & Health Science (Cat 1)	1	International Baccalaureate
NESA Registration and Accreditation	2	AIS NSW
Planning and Programming for English K-6	3	AIS NSW
Teaching English Grammar and Vocabulary for Writing and Reading	1	Teacher Training Australia
DP Workshop	1	International Baccalaureate

## Teacher Accreditation Status

ACCREDITATION STATUS CATEGORY	NUMBER OF TEACHERS
Conditional	3
Provisional	7
Proficient Teacher	39
Highly Accomplished Teacher (voluntary accreditation)	-
Lead Teacher (voluntary accreditation)	-
Total number of teachers	49

## Teacher Qualifications

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	48
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

## THEME 6. WORKFORCE COMPOSITION

Please refer to <http://www.myschool.edu.au>. There are no indigenous staff at present.

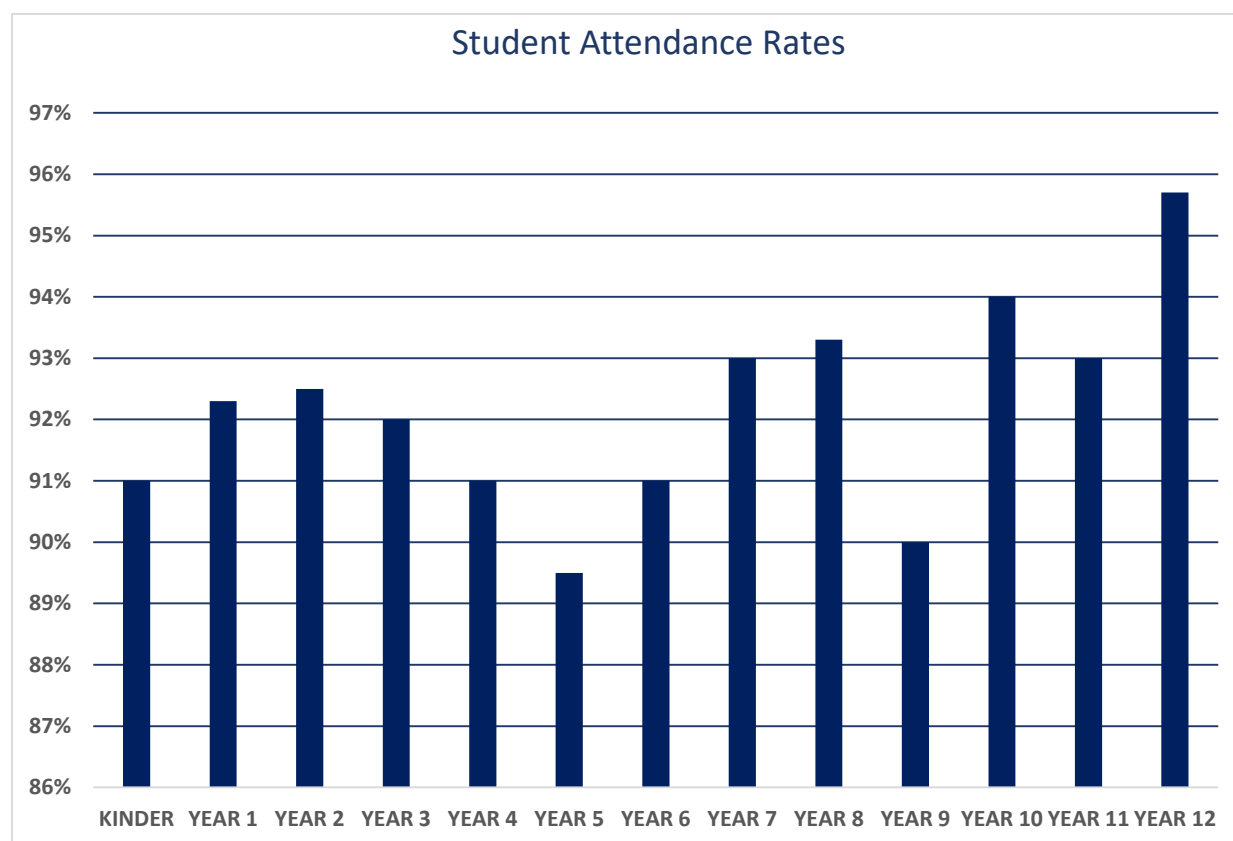
AL ZAHRA COLLEGE STAFF 2019		
Category	Full-Time	Part-Time
Teaching Staff	32	9.4
Non – Teaching Staff	10	2.83
Total	42	12.23

\* Figures exclude maternity leave & LWOP.

## THEME 7. STUDENT ATTENDANCE, RETENTION RATES AND POST-SCHOOL DESTINATIONS IN THE SECONDARY SCHOOL

### Student Attendance Rates

Overall, an average of 92% of students attended school each school day in 2019. This figure was higher than the school total attendance in the previous year (90.8%).



### Retention of Year 10 to Year 12

Year Group	Year Enrolled	Total Students Enrolled	Retention Rate
Year 10	2016	20	100%
Year 12	2018	20	

### Post School Destinations

Of the 20 students who completed the IBDP at Al Zahra College in 2019, 18 students (90%) received course offers from various universities according to the university offers data the school received from the University Admissions Centre (UAC).

University courses include Business, Science and Health dominated preferences, followed by various combinations of Arts degrees and combinations of Engineering and Law degrees.



## School Management of Non-Attendance

The NSW Registration Manual (3.8) requires the Headmaster of the College to keep a register, in a form approved by the Minister, of the daily attendances of all children at the College. The NSW Registration Manual (3.6.2) requires the College to provide a safe and supportive environment by maintaining a student attendance register. Al Zahra College adheres to its Student Attendance Policy and procedures for managing student non-attendance.

The College keeps a register of the daily attendance of all students at the College electronic form. Attendance registers are in a form approved by the Minister for Education, and compliant with the New South Wales Attendance Register Codes. The College applies the Common Code for Attendance Registers to Member Schools. The register of daily attendance records the following information for each student:

- daily attendance
- absences
- reasons for absences
- documentation to substantiate reasons for absences

The attendance register also includes information about any students granted an exemption from attending school.

### Monitoring Daily Attendance

The College has implemented the following systems and procedures in order to monitor the daily attendance of students and identify absences from the College:

- Parents are responsible for ensuring that they notify the College to explain the absence of their child on any particular school day. Notification may be provided via email or by telephoning the College and should be made before the start of the school day.
- Class teachers take the class roll electronically, promptly at the start of the school day (8:40 am).
- All absences are recorded electronically on Sentral. The College Receptionist receives notifications via Sentral of any absences. They are then reported to the College.

### Following up Unexplained Student Absences

The College has implemented the following systems and procedures to follow up on unexplained absences from college:

- Where an absence has not been explained by 9 am, a text message is sent to the student's parents/guardians notifying them of the absence and requesting that they immediately contact the College.
- Where the absence remains unexplained the matter will be reported to the PYP (for Primary school students), MYP (for High School Students) and DP Coordinators for investigation and follow up.
- Where parents/guardians repeatedly fail to inform the College of absences the PYP (for Primary school students), MYP and DP Coordinators (for the Secondary School students) will contact them directly to seek an explanation and to remind them of their obligation to report absences.
- All information in relation to unsatisfactory attendance is recorded on students' files, and information with respect to attendance is provided in each student's College Report.

## Unsatisfactory Attendance Intervention Strategies

The College has implemented the following strategies to improve unsatisfactory attendance and student engagement in college and learning:

- The College encourages parents/guardians to understand their obligations to ensure their child attends college, and to not condone absences for unauthorised reasons such as birthdays, shopping and other leisure activities.
- Students with persistently low attendance are monitored, and personalised strategies are considered to increase their attendance and/or engage them in continuing education programs. For students requiring more intensive support, one-on-one meetings and alternative arrangements may be organised in consultation with parents/guardians.
- Where frequent absences are explained as being due to illness, the College requests medical certificates for the absences and will consult with parents/guardians regarding the health care needs of the student.
- All required reports are made to the Community Services Child Protection Helpline, and/or contact is made with the Child Wellbeing Unit if there are safety, welfare or wellbeing concerns in relation to student attendance.

The register is retained for a period of seven years after the last entry is made, and copies of information in the register are stored off-site at regular intervals.



## THEME 8. ENROLMENT POLICIES

### General Conditions

Al Zahra College accepts students for enrolment 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 at the College; 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 Headmaster.

### Current Enrolments

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

### Kindergarten Enrolments

1<sup>st</sup> 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. The cut-off date of births for subsequent enrolment in the following year is the 30<sup>th</sup> April.

### Other Enrolments

July-December: We continue to process applications as they arrive. Applicants for enrolments undergo a screening process based on diagnostic testing and upon presenting copies of previous years' academic reports. 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 three 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;
- 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.

## Entrance Age

Class ages are as follows:

Kindergarten	5 years-old (before 30 <sup>th</sup> April)
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
Year 11	16 years-old
Year 12	13 years-old

## Student Records from Other Schools

Al Zahra College requires student records from the applicant's previous school before a 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.

## Decisions on Admission

All applicants will be interviewed by the Headmaster prior to acceptance as part of the enrolment process. After all the admissions procedures have been followed, the application will be considered. Decisions will be given in writing.

## Fees

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 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.

The tuition and the provision of all necessary transcripts relating to attendance and academic performance are included in the fees. 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 1<sup>st</sup> 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.



## THEME 9. OTHER SCHOOL POLICIES

Al Zahra College is committed to the fulfilling its duty of care to all its students by providing a safe, supportive and nurturing learning environment. In 2019, the Al Zahra College board and College executives initiated the process of reviewing and updating College policies. Policies and Procedures are reviewed in consultation with CompliSpace, AISNSW, staff members, the community, parents, students and the College Board. Below is a summary of key changes made to the College Policies in the academic year of 2019.

College Policy	Summary/ Changes in 2019	Access to full text
<b>Welfare</b>	The College and its teachers owe a common law duty of care to take reasonable steps to protect students from any injury that can be reasonably foreseen. In 2019, Al Zahra College conducted an extensive review of its Student Duty of Care Policies. The following policies were updated: <ul style="list-style-type: none"> <li>- Student Health</li> <li>- Student Welfare and General Safety</li> <li>- Extra-curricular Activities</li> </ul>	The full text of the College's Student Duty of Care Policies can be accessed by request from the Headmaster or abridged versions can be accessed via the College website.
<b>Discipline</b>	Following a review of the College Discipline Policy in 2018, the College further revised procedures in 2019 to ensure the safety and welfare of all our students, teachers and staff and to provide a learning environment that is conducive to learning. This policy sets the framework through which Al Zahra College manages student discipline. The College seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour.	The full text of the College's Student Discipline Policy can be accessed by request from the Headmaster or an abridged version can be accessed via the College website.
<b>Anti-bullying</b>	The College updated its Bullying prevention and intervention Policy in 2019. The updated policy includes bullying prevention strategies, processes for reporting bullying, responses to bullying, the provision of support services, such as counselling, and staff responsibilities.	The full text of the College's Bullying Prevention and Intervention Policy can be accessed by request from the Headmaster or an abridged version can be accessed via the College website.
<b>Complaints and Grievances Resolution</b>	The Policies outline the complaints handling and dispute resolution process that can be followed by parents / carers. These were revised and updated in 2019.	The Complaints handling Policy can be accessed by request from the Headmaster or an abridged version can be accessed via the College website.

Al Zahra College Policies and Procedures are accessible via the College's CompliSpace PolicyPlus platform. They are also accessible on the College website [www.Alzahracollege.com.au](http://www.Alzahracollege.com.au), under Policies. Any updates of policies and procedures are posted on the College website and announced on Skoolbag, ClassDojo and through parent information upon enrolment.

## THEME 10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

The College's Strategic Plan is designed to ensure the long-term sustainability for Al Zahra College, yet be flexible to enable appropriate response to times of rapid change. The following information details the achievement of priorities identified in 2018 for achievement in 2019.

### Whole School Priorities

<b>College IT Infrastructure and integration</b>	
Enhance School Wi-Fi connectivity and upgrade school staff devices	In progress
Facilitate the integration of ICT into teaching and learning from Kindergarten to Year 12	Launch of CANVAS and professional training for teachers in Grades 5 to 12
<b>Compliance and Registration</b>	
Demonstrate NESA compliance and renew registration as an Accredited Individual Non-Government School	Successful renewal of registration for the maximum 5- year period
Development and implementation of enhanced whole-school NCCD processes	Successful implementation
Review of College policies and procedures in consultation with CompliSpace and AIS NSW	In progress
Review, update, monitor and implement College processes for NESA teacher accreditation	Successful implementation
Review and enhance orientation and mentoring processes for teachers seeking Proficient accreditation	Successful ongoing implementation
Implement processes to support teachers seeking ISTAA Experienced Teacher accreditation	Implementation in 2020
<b>Staff</b>	
Implement the Teacher Performance and Development Plans (PDP)	Successful ongoing implementation
Develop a plan for professional learning objectives at the College to reflect the changing strategic direction of learning and teaching	Ongoing
Meet IB evaluation requirements and support the professional growth of staff through professional development	Implemented - All staff have completed IB Training (Cat 1-3)
Investigate opportunities to build formal professional learning relationships with universities and vocational pathways	Ongoing
Review and improve new employee induction processes	Ongoing
Review and improve the employee probationary review process	Implemented
Implement improved compliance training for new and existing staff across areas Student Duty of Care, Child Protection and WH&S	Ongoing

## Primary School Priorities

Teaching and Learning	Progress & Achievements
Prepare documentary evidence for the 2020 IB PYP Evaluation visit.	Ongoing
Implement the <i>Ants in the Apple</i> spelling program across K-6.	Implemented
Participate in the <i>AIS Early Literacy Project</i> to build teacher capacity in literacy education.	Implemented
Staff training and implementation of Literacy intervention programs (MiniLit, MacqLit, and RTP).	Implemented
Integrate the IB and NESAs outcomes within the PYP curriculum seamlessly.	Implemented
Review and update of the Al Zahra College PYP Programme of Inquiry.	Implemented
Review and implement homework policies for Kindergarten to Year 6 students, with a focus on promoting reading, and online mathematics and literacy practice.	Ongoing
Implement literacy and numeracy diagnostic testing for Kindergarten to Year 6 students, to inform learning programs, to track student growth and to identify student learning needs.	Ongoing implementation
Promote learner engagement with the Learner Profiles and Approaches to Learning (ATLs) across the curriculum.	Ongoing
Review and implement the revised kindergarten screening process.	Implemented
Review and implement the revised Years 1 to 6 enrolment screening process.	Implemented
Extend the BYOD policy to students in the lower primary and revise policies and User Agreements to regulate student ICT use.	Ongoing
Set up a mentoring system to support students in their PYP Exhibition process.	Implemented
Integrate the introduction of CANVAS for the Years 5 and 6 students.	Implementation - 2020
Introduce digital portfolios for PYP students using Seesaw.	Implementation - 2020
Introduce Walk-throughs as a regular part of evaluating the teaching and learning processes.	Implementation - 2020
Engage teachers in in-house, and IB accredited professional learning to enhance teacher knowledge about the IB Primary Years Programme.	Implementation - 2020
Enhance parent engagement with the PYP through regular parent information sessions.	Implemented
Wellbeing	Progress & Achievements
Set up different break times for Kindergarten – Year 2 and Year 3 to Year 6 students	Implementation- 2020
Review and expand the Wellbeing program for the PYP, including recruitment of additional School Psychologist to support with welfare initiatives.	Implementation - 2020
Introduce the buddy program between Year 6 and Kindergarten students to promote leadership capacity and support young students in their transition to schooling	Implemented
Promote responsible and respectful internet use through police visits, and other awareness raising initiatives.	Implemented
Enhance positive student interactions, and healthy friendships by focusing on conversation skills and effective conflict resolution skills.	Implementation - 2020
Continue to promote student-led initiatives to build student unity and to support charities.	Ongoing



## Secondary School Priorities

Learning and Teaching	Progress & Achievements
Seek to reduce disruptions to the academic program.	Ongoing
Develop and implement an approach to embedding the Al Zahra College Learning Framework into teaching and assessment programs in Years 7-10.	Ongoing
Develop and implement data analysis for the use of academic and pastoral care issues via Sentral System.	Improvements made
Develop and implement improved policies and practices for students with additional learning needs.	Improvements made
Develop and implement improved policies and practices for students with high potential.	Major Review
Review and implement innovative approaches to parent education and engagement in student learning (CANVAS).	Major Review 2020
Develop a strategic approach for self-directed learning and study skills across Years 7 – 12 (foundational program).	Major review 2020
Consolidate the integration of ICT in the curriculum for Years 7 – 10 (CANVAS).	Implementation - 2020
Review and implement homework policies and practices for Years 7–12.	Major review
Introduce DEAR (Drop Everything and Read) to improve literacy goals 7-10.	Delayed to 2020
Timetable fortnightly Week A/B cycle for all secondary students.	Implemented
Timetable CORE lessons (TOK, CAS, EE) for all DP students.	Implemented
Timetable lesson for the Personal Project (Year 10).	Delayed to 2020
Introduce Work Experience Program for Year 10.	Implemented
Review parent-teacher interview process	Improvements made
Review advice processes for Year 10 in regard to the IB Diploma, IB Certificate (Course Programme), and Other Pathways for Year 11.	Major review 2020
Review device use (BYOD) and strategies for Years 7-12.	Implemented
Develop reporting on Approaches to Learning (ATL) Skills for academic reports.	Implementation - Mid 2020
Review of DP2 Reporting Timeline to reflect mock Internal Assessments.	Implementation - 2021
Wellbeing	Progress & Achievements
Review and expand the counselling and wellbeing programme in the Secondary.	Implementation – 2020
Focus on the Head of House (HoH) as the main student mentor for each student and ensure HOHs have appropriate professional training	Ongoing
Prioritise the 2019 themes of: <ul style="list-style-type: none"> <li>• Resilience</li> <li>• Self-worth</li> <li>• Bullying</li> <li>• Drug education</li> <li>• Mental health</li> <li>• Study skills</li> <li>• Appropriate technology use</li> </ul>	Ongoing Anti-bullying review – Local Police Liaison Officer visit 2019 Review: External program – 3Bridges to conduct wellbeing programs in 2020
Review Service as Action (SAA) activities with an emphasis on hands-on activities, charities and fundraisers.	Major Review in 2020
Facilitate information sessions for students and staff on wellbeing issues.	Implemented
Adopt a strong focus on careers education and foster productive links to Universities and Tertiary pathways	Implemented
Full wellbeing survey for students	Review in 2020
Review of merit and demerit system to encourage positive behaviour	Implemented

## THEME 11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

As an Islamic school community, Al Zahra College continually seeks to reflect Islamic values of compassion, respect and generosity both inside and outside of the classroom. Throughout 2019, our staff and students have been involved in a wide range of activities and initiatives which promote respect for all, engagement with the local community and beyond, and building active responsibility and leadership skills.

As an IB World School, our mission is to instil a strong sense of respect and responsibility in our students. Through the principles of the IB and our school ethos, there is much scope at Al Zahra College to both develop individual talents and to learn through one's experiences.

In 2019, Al Zahra College students continued to foster respect for and responsibility to others both within the school and in the broader community.

### Primary School Initiatives to Promote Respect and Responsibility

- The PYP Parliament involved students in the life of the school. PYP students elected a Prime Minister, Opposition Leader, and Class Captains. This programme enabled students to initiate fundraising, and wellbeing initiatives at the school, and to enhance their leadership skills.
- The SRC Leaders attended the Unity Grammar Youth Leadership Summit to foster leadership and advocacy. This group also led school-wide initiatives to support the Wish Foundation, Human Aid International, and organised Food and Clothes Drives.
- Students participated in Jeans for Genes Day (CMRI), Daffodil Day to support the Cancer Foundation, and Jump Rope for Heart (Heart Foundation).
- Students participated in incursions to promote respect and responsibility including the Never Give Up, Encourage Others, do your Best (NED) Show. Students were also involved in initiatives to combat bullying during the National Day of Action Against Bullying.
- Students learned about safe and responsible internet use through a local Police visit to raise awareness about cyber safety.
- Students learned about living a healthy lifestyle and positive relationships through their involvement in the Life Education – Happy Harold Programme. They also participated in initiatives to raise awareness about anaphylaxis and to promote an allergy aware school.
- The whole school participated in a fun-filled day to celebrate Harmony Day, which is celebrated annually. This included a poetry writing competition, art and craft activities, and student performances to promote intercultural awareness.
- Students participated in school-wide events to celebrate and commemorate significant Islamic events. This included the Annual Haj Programme, where students re-enacted the rituals of the pilgrimage. 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.

## Secondary School Initiatives to Promote Respect and Responsibility

- Students across 7-12 participated in and implemented programs regarding the United Nations International Days fostering respect and understanding for all people across faiths, cultures and the environment. These included the World Women's Day, International Mother Language Day, Harmony Day, World Poverty Day and World Indigenous Day, NAIDOC Week, National Sorry Day, International Day of Peace, and ANZAC Day commemoration ceremony.
- Senior School students have been involved in Positive Education sessions that encourage students to engage in mindfulness, identify strengths in themselves and others, develop areas where their strengths are less well developed, and build empathy, respect and engagement with the local and wider community.
- Senior School students continued Al Zahra's connection with, and support of, schools in remote India and Africa. They learned about the progress of the schools and donated through Islamic services towards the education of children in these remote areas. Through CAS, students from the class of 2019 ventured out to Africa and helped to build school facilities like sporting fields, toilets and classrooms.
- Students in Years 11-12 learned about the work of Greenpeace and created a recycling program that was implemented at the College during their CAS lessons.
- Students from Years 9, 10 and 11 participated in the Student Alliance Networking Group, regularly meeting with students from schools across Sydney to discuss social justice, gender equality and advocacy.
- Students in Year 11 made regular visits to Muslim Care for aged care. Students met and interacted with the elderly, assisted nurses and built meaningful relationships.
- Year 8, 11 and 12 students were involved in our continued peer support program mentoring Year 10 students for their Personal Project, buddying-up with a Year 7 student or involvement in literacy and numeracy lessons for K-6
- Year 11 and 12 students were involved in the Student Relief Organisation that improves the lives of students across NSW.
- Students across 7-12 led and participated in fundraising events to support a number of causes, including NSW Drought Relief, Legacy, and Variety.
- CAS students showed leadership in organising fundraising activities in partnership with One Hand One Heart to support the building of a new watering holes in Africa.
- Students across 7-12 were involved in Anti-Bullying campaigns by promoting respect and responsibility through participating in workshops involving NSW Police.
- The SRC Leaders attended the World Vision Youth Conference to learn about global injustice and advocacy. This group also led school-wide initiatives to support the World Vision 40 Hour Famine; Refugee Challenge, Legacy, Lifeline, the Cancer Council and The Salvation Army Red Shield Appeal.

## THEME 12. PARENT, STUDENT AND TEACHER SATISFACTION

### Parents

Al Zahra College prides itself on its open door policy with parent involvement welcomed and encouraged. Parent satisfaction in 2019 was evidenced in the very high percentage of attendees at parent teacher interviews, subject selection, and information evenings. The College held two very well attended Parent Teacher Interviews at the end of Term 1 and Term 3. Our social functions, which were organised throughout the year also served as opportunities for the school community to strengthen bonds, and for parents to discuss matters pertinent to their children's education with College staff. These events included the 15<sup>th</sup> Sha'ban Dinner, Book Parade, 100<sup>th</sup> Day of Kindergarten, End of Year Presentations, Graduation ceremonies, the PYP and MYP Exhibitions, the Year 12 Art Exhibitions, and many others.

Throughout the year, the College also received verbal and written feedback from parents, students and teachers through face-to-face meetings, phone calls and online communication platforms including ClassDojo, Skoolbag, Facebook and email. In the Primary School, ClassDojo has been particularly successful in enabling teachers to keep parents updated about their children's experiences at school, through regularly sharing photos, videos, messages, and school news and updates.

### Staff

Feedback from staff and discussions with executives at the College indicated a high level of satisfaction with the College. College executives have an open door policy, and welcomed feedback and expressions of concern from College staff. Whole-school and Programme-specific meetings were held regularly as a means of communication, collaboration and reflection. Teachers' learning growth was fostered through the College's ongoing commitment to providing professional development opportunities throughout the course of the academic year. These professional development opportunities have had a positive, empowering impact on teachers' confidence in the classroom, and have enhanced their pedagogical practices. New teachers were also supported through our comprehensive mentoring and induction program.

### Students

Students have had opportunities for giving feedback through various means. Both the Primary and the Secondary students have proactive Students' Representative Councils (SRC), who are nominated by the student body. The SRC voice student concerns, facilitate peer mentoring programs, organise various functions and lead successful fundraising initiatives throughout the year. Members of these Councils consult with the student body, and take into account their feedback. The SRC was a good platform through which we gauged the high level of student satisfaction with the College.

Within the classrooms, student Essential Agreements were developed by every teacher in collaboration with his/her individual class, which outlined their learning and behaviour expectations. Throughout the year, the College organised engaging, challenging and enjoyable extra-curricular events for students. These initiatives broadened students' skills, interests and enhanced their wellbeing. Overall, verbal feedback from students indicated that their teachers made them feel cared for, that they were treated fairly, were encouraged and motivated to perform to the best of their abilities

**THEME 13. SUMMARY FINANCIAL INFORMATION****Income - 2019**

58.71%	Commonwealth Recurrent Grants
17.65%	State Recurrent Grants
23.31%	Fees, Charges and Parent Contribution
0.33%	Other Private Income

**Expenditure - 2019**

87.77%	Salaries, Allowances, Related Expenditure
10.13%	Non-Salary Expenses
2.10%	Capital Expenditure