# AL ZAHRA COLLEGE
# ANNUAL REPORT 2020



WORLD SCHOOL
ib

FAITH, KNOWLEDGE, WISDOM
AL ZAHRA COLLEGE
EST.1998

# Contents

# THEME 1.  MESSAGE FROM KEY SCHOOL BODIES

## Message from the Board Chairman

As the Chairman of Al Zahra College, I am honoured to introduce the 2020 Al Zahra College Annual Report. The purpose of the report is to provide the community with an update about the performance of the College in 2020 and to also celebrate its achievements. An important part of my role is to provide leadership and guidance to the College in accordance with the College's Master Plan and Strategic Vision.

We are proud that Al Zahra College is a full Continuum International Baccalaureate school which aims to equip its students with the education to thrive as faithful, knowledgeable and wise global citizens as well as providing an education that instills an Islamic identity.

The year 2020 was a year like no other - an unprecedented year of commotion, change yet full of achievement in the life of Al Zahra College. At the beginning of the year, no one could have foreseen the disruption to our school operations, which occurred at the end of Term 1. The transition to off-campus online learning as a result of COVID-19 brought with it some important lessons including our potential for delivery of curriculum through alternative modes and the incredible resilience, adaptability, and dedication of our leadership team, our staff, students and parents.

Despite the challenges posed by the COVID-19 pandemic in 2020, the College continued to deliver its quality comprehensive education, and to cultivate students' academic, social, emotional and spiritual growth. The College's increase in student enrolments is testament to the community's preference for the International Baccalaureate Programmes that we offer. It is also testament to the excellent reputation of the College, and the community's faith in our vision and achievements.

The PYP had its second cycle of evaluation for registration by the International Baccalaureate. This 12-month reflective process enabled the College community to enhance its implementation of the Standards and Practices as set out by the IB. At the end of 2020, we were pleased to receive confirmation that the College had succeeded in meeting and surpassing all the requirements, granting the PYP the five-year registration.

At the conclusion of 2020, we also received the final IB Diploma results for the graduating class, which were exceptional. I congratulate the 2020 graduating Year 12 students, who continued their education off-campus, and who demonstrated resilience and fortitude in completing and excelling in their schooling. The success of our Year 12 class of 2020, and their post-school destinations are a source of pride for the College community. Their success is our success, and also a testament to the quality teaching and learning, and dedication of our staff at Al Zahra College.

Despite the challenges of the COVID-19 pandemic, Al Zahra College continued to achieve major successes in 2020, particularly in our priority area of expanding the campus buildings to accommodate the growth in our student population.

I would like to thank the staff for their tremendous efforts in 2020, particularly for their commitment to ensuring the continuity of curriculum and adjustments implemented to adapt to the pandemic. Their

work has ensured that Al Zahra College continues to be an exceptional, and reputable educational institution.  I look forward to another successful year for Al Zahra College in 2021.

Mr M. Makki

Al Zahra College Board Chairman

## Message from the Headmaster

First and foremost, I take the utmost pride in my position as the Headmaster of Al Zahra College, an International Baccalaureate (IB) World School. In the last six years that I have been in this role, I have watched the school flourish and grow day by day. Each year brings with it commendable achievements and new changes that nurture the growing culture of excellence at the school.

Our goal at Al Zahra College is to encourage our students to be independent thinkers, be more culturally aware through the integration of a second language, Arabic and to drive their own learning. We offer three successful IB programmes at the school: The Primary Years Programme (PYP), the Middle Years Programme (MYP) and the Diploma Programme (DP). At Al Zahra College, we aim to ensure that our students are provided with the greatest learning experiences possible. Our ethos involves developing the student in all aspects of their lives, and to aim for them to be contributing as internationally minded citizens. The Al Zahra College team works collaboratively to ensure that this takes place in order for our students to reach their personal, social and academic goals.

2020 was a tough year worldwide and across all schools, due to the unforeseen COVID-19 pandemic. On a positive note, COVID-19 brought along many new challenges for both our staff and students and has allowed us to further develop our technological initiatives and learning management systems. Teachers used ICT to teach students by distance and students, in turn, also used ICT for learning and collaborating virtually during the pandemic. Al Zahra College is now a BYOD (Bring Your Own Device) school, where ICT and student devices are both crucial and an integral part of their learning.

The College's growth over the past year has been exponential. Due to this expansion, we have hired a number of experts and specialist staff, which has resulted in a stronger and more diverse support system. At this stage, we have integrated Teacher's Aides for in-class support, Speech Therapists, Psychologists and early intervention learning programs to help and support all our students and cater for their needs. Students with learning difficulties now have the support and opportunity to thrive, as Individual Learning Plans (ILP) have been put in place for those students and their particular learning needs. These are adjustments that are applied to cater for the students between all staff members and the classroom teacher after extensive collaboration.

In the PYP in 2020, the Covid-19 pandemic played a major part in the lives of students, staff and families. Whilst the year was filled with change and disruption, the school community powered through the uncertainty to experience a successful year of growth, learning and innovation.

The PYP students quickly adapted to off-campus online learning through various platforms including Seesaw, Class Dojo and Skype. The staff worked tirelessly to ensure that the students experienced quality delivery of lessons and engaging teaching and learning resources. The learning support unit conducted daily Skype calls which ensured that all students received the necessary level of support. The School Counsellor facilitated wellbeing sessions with the students to ensure that everyone experienced the optimum amount of self-care during the pandemic. The success of the off-campus online learning phase is a testament to the combined effort of our teachers, students and parents.

Towards the end of Term 2, our students resumed on-campus learning and life returned to a new version of normal. Due to the covid-19 restrictions, visitors were not permitted to attend school events. In response, the

College continued to show innovation in maintaining connections with the parent community, and in enabling them to be a part of their children's school experiences by livestreaming Islamic assemblies, The PYP Exhibition, the Book Character Parade and termly assemblies via the College's Facebook site.

Throughout the year, the PYP students organized multiple fundraising initiatives for people in need, both in Australia and around the world. The generosity of the College community was evident in the support received for these events, and record breaking donations that were collected by the College. This action taken by our student community highlights their caring nature and their commitment to service to make a positive difference in the lives of others.

The PYP successfully completed its second IB Evaluation visit in the later part of 2020, in which we received a wide range of commendations from the IB. This reflective process took 12 months to complete and involved input from all stakeholders from the College community. The purpose of this process is to identify areas of strengths in which the College implements the IB Standards and Practices. The feedback received from the IB forms the College's Action Plan and sets goals for the next 5 years.

In the later part of 2020, the College welcomed a new PYP School Counsellor, with a focus on improving student wellbeing. The counsellor's key priority areas include developing and maintaining positive friendships, conflict resolution and stress and anxiety management strategies. These priority areas are addressed in small group sessions, whole class sessions and individual sessions. The wellbeing program will continue to upskill our students in 2021.

In 2021, the College will continue to engage in professional development opportunities for its PYP teachers, with a focus on delivering quality teaching and learning in Mathematics and English. The teachers at Al Zahra College are lifelong learners, with a commitment to professional growth and development. This commitment will ensure that our students continue to experience academic growth and success throughout their journey in the PYP.

In the MYP, COVID-19 also brought opportunities and challenges for 2020. As a technologically progressive school, the MYP/DP transition to the online mode of delivery during the COVID-19 pandemic was seamless. New ways of structuring learning online were developed, including delivery of lessons through group or full class conferencing, online access to textbooks and learning modules such as Education Perfect, the introduction of Zoom parent/teacher interviews and the complete integration of Canvas, the web-based learning management system that is now the home of all MYP/DP learning and assessment at Al Zahra College.

Once back in the classroom, students were able to participate fully in the inquiry-based project learning offered by the college: projects such as the creation of Advertising clips for Language & Literature, Shakespearean performances in Drama, the MYP ceramics incursions and STOP Motion Animation clip making in Visual Art, Alphabet Street in Language & Literature and HSIE, Slam poetry workshops with Lebanese Muslim Association and building architectural models and coding in Design. This year we also witnessed an improved commitment to reading from all students with our DEAR program which provides time every day after lunch for quiet reading.

In 2020, Year 9 students started research for the Personal Project which allowed them to explore an area of personal interest over an extended period. It provided them with the opportunity to consolidate their learning and to develop important skills they will need in both further education and life beyond the classroom. Our year 10 students this year provided the exemplar with their wonderful Exhibition which highlighted the commitment, compassion, and careful planning we expect to see from principled, lifelong learners.

One of the most important priorities at the college is the wellbeing of our students. This year, teachers worked with Ms. Matar our clinical psychologist to support our student's sense of self-belief, security, and resilience. Early

in the year, students had the opportunity to participate in the 3Bridges "Own It" Program, which was facilitated on the school grounds. It explored identity, purpose, and ownership of actions, whilst building teamwork and promoting relationships. In Semester Two, some students worked again with 3Bridges to create an exciting video project about Youth Mental Health. Our learning support team also played a significant role in ensuring student wellbeing and academic success by supporting the development of individualized learning plans and improved classroom practice.

In 2021 MYP staff will participate in a curriculum review with the IB 'Building Quality Curriculum' service in preparation for the MYP Evaluation visit due in March of 2022. A term based MYP Assessment schedule will be introduced to support student organization as we continue working to equip students with the skill sets and attitudes required to live successfully and with integrity in the 21st Century. An increased focus on MYP 'Service as Action' projects across year 7 to 10 will continue the development of active learners with strong values who can empathize with others and pursue lives of purpose and meaning.

In the Diploma Programme we were able to provide our Senior students with learning experiences that have allowed them to develop physically, intellectually, emotionally and ethically. We began the year celebrating the academic success of our Class of 2020 achieving a median ATAR of 78 – a tremendous score for a proudly non-selective and inclusive school. 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 uplift in the expected achievement levels of the majority of these students, demonstrating an important 'value-add' in our education. Moreover, 9 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.

Despite the many set-backs of COVID-19, 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 a provider/host with a spectacular 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.

With set-backs came growth and our Senior School leaders saw an opportunity to expand our online learning platforms to shift from using Mangebac to CANVAS as our Learning Management System (LMS). This shift was a smooth transition in-time for the challenges of online-learning. Feedback from staff, students and the community was positive and we will always continue to strive to bringing out opportunities in uncertain periods of time.

I envision further growth and development for Al Zahra College, as we continue to provide even more engaging, knowledge-rich experiences for both our staff and students. This will further foster their curiosity and help build on the essential elements needed for life and a successful future.

Dr. Wissam Mustapha
Al Zahra College Headmaster

## Message from the Student Representative Council

It was a productive and eventful year for the Secondary School's Student Representative Council (SRC), and the Primary School's Parliament SRC.

In the aftermath of the pandemic, the Secondary School's SRC was nonetheless energised, enthusiastic and active. With the students being inducted in Term 4 2019 at the annual awards ceremony, they started the year ready to enact change. We are now planning various new initiatives, like the Peer Support program, ready to launch with the aid of the SRC in 2021.

Our senior student members represented the school on various occasions, including the *Sydney Youth Leadership Conference* at The Wesley Conference Centre. Within the school, we hosted events for Year 7 Orientation, Harmony Day, NAIDOC Week and Ramadan, in which the SRC was integrally involved. All our incursions, assemblies and weekly sports sessions are facilitated with the help of the SRC. Our student members demonstrate their passion, initiative and drive daily, and are always working towards the betterment of the school. We are so proud of how far we have come as a Student Representative Council and are so grateful for the support of the Senior Leadership Team, the Coordinators and the Headmaster, who were both sources of encouragement along the way.

In the PYP, leadership continued to be promoted and fostered through the Junior SRC Parliament programme, which is based on Australia's parliamentary system. In 2020, the Primary School's elected Prime Minister and her team led numerous fundraising initiatives, raising thousands of dollars to support various local and international causes. The Parliament leadership team also represented the school in a range of external and in-school initiatives.

*SRC Chair 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 options for the growing Muslim Community in Sydney, Australia. The school began operation from two modest houses adjacent to, and leased from Al Zahra Mosque, and over the next two decades, the College has witnessed a steady growth, and a physical expansion, with the College purchasing several adjoining properties to become a multiple-building facility that caters to the learning of over 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 the standards and requirements set for all the Key Learning Areas. Additionally, the College offers Arabic language, Islamic and Quranic studies as part of its curriculum. Al Zahra College provides a learning environment for our students, that is conducive to academic excellence. Our inspiring staff and our 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), including student numbers, student background, school staff and enrolments. Further information can also be accessed on the Al Zahra College website.

## 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 2020, 33 students took the decision to pursue the International Baccalaureate (IB) Diploma and were therefore eligible to receive their RoSA. Analysis of 2020 RoSA Grades resulted in a 10% increase in the number of C grades in English and a 3% decrease in the number of E grades. In Mathematics, a 3% increase in the number of A grades, and a 3% decrease in the number of E grades.

### The International Baccalaureate Diploma Programme (IBDP)

The IBDP is a two-year educational program primarily aimed at students between the ages of 16-19. 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 Diploma Programme features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

In 2020, the median IB point score for students who passed the diploma was 27 (ATAR: 77.60) with the highest being 32 (ATAR: 87.70). The median is above state average (70.00) with most students achieving at least 1 grade 7.

The following tables illustrate the distribution of grade results for 2020 November Session:

| Subject results - grade distribution | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Subject | Number of Candidates | Grade | | | | | | | | | Average grade (school) | Average grade (World-Wide) | Highest grade | Lowest grade |
| | | 7 | 6 | 5 | 4 | 3 | 2 | 1 | P | N | | | | |
| **Subject Group 1** | | | | | | | | | | | | | | |
| ENGLISH A: Lang and Literature HL | 20 | 0 | 0 | 11 | 7 | 1 | 0 | 0 | 0 | 1 | 4.53 | 4.92 | 5 | 3 |
| **Subject Group 3** | | | | | | | | | | | | | | |
| BUSINESS MANAGEMENT HL ENGLISH | 15 | 0 | 1 | 6 | 6 | 1 | 0 | 1 | 0 | 0 | 4.27 | 4.66 | 6 | 1 |
| HIST. AFRICA AND MID. EAST HL ENGLISH | 5 | 0 | 0 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 4.60 | 4.84 | 5 | 4 |
| **Subject Group 4** | | | | | | | | | | | | | | |
| BIOLOGY HL ENGLISH | 5 | 0 | 0 | 0 | 1 | 4 | 0 | 0 | 0 | 0 | 3.20 | 4.66 | 4 | 3 |
| BIOLOGY SL ENGLISH | 10 | 0 | 0 | 1 | 1 | 2 | 5 | 1 | 0 | 0 | 2.60 | 3.89 | 5 | 1 |
| CHEMISTRY SL ENGLISH | 10 | 0 | 0 | 2 | 0 | 4 | 4 | 0 | 0 | 0 | 3.00 | 4.03 | 5 | 2 |
| **Subject Group 5** | | | | | | | | | | | | | | |
| MATH. STUDIES SL ENGLISH | 12 | 0 | 0 | 2 | 3 | 4 | 3 | 0 | 0 | 0 | 3.33 | 3.88 | 5 | 2 |
| MATHEMATICS SL ENGLISH | 8 | 0 | 0 | 0 | 1 | 4 | 3 | 0 | 0 | 0 | 2.75 | 4.06 | 4 | 2 |
| **Subject Group 6** | | | | | | | | | | | | | | |
| VISUAL ARTS HL ENGLISH | 15 | 0 | 0 | 3 | 3 | 8 | 0 | 0 | 0 | 1 | 3.64 | 4.69 | 5 | 3 |

The following tables illustrate the distribution of grade results for 2020 May Session:

| Subject results - grade distribution | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Subject | Number of Candidates | Grade | | | | | | | | | Average grade (school) | Average grade (World-Wide) | Highest grade | Lowest grade |
| | | 7 | 6 | 5 | 4 | 3 | 2 | 1 | P | N | | | | |
| **Subject Group 2** | | | | | | | | | | | | | | |
| ARABIC AB. SL | 20 | 9 | 6 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 6.00 | 5.17 | 7 | 4 |
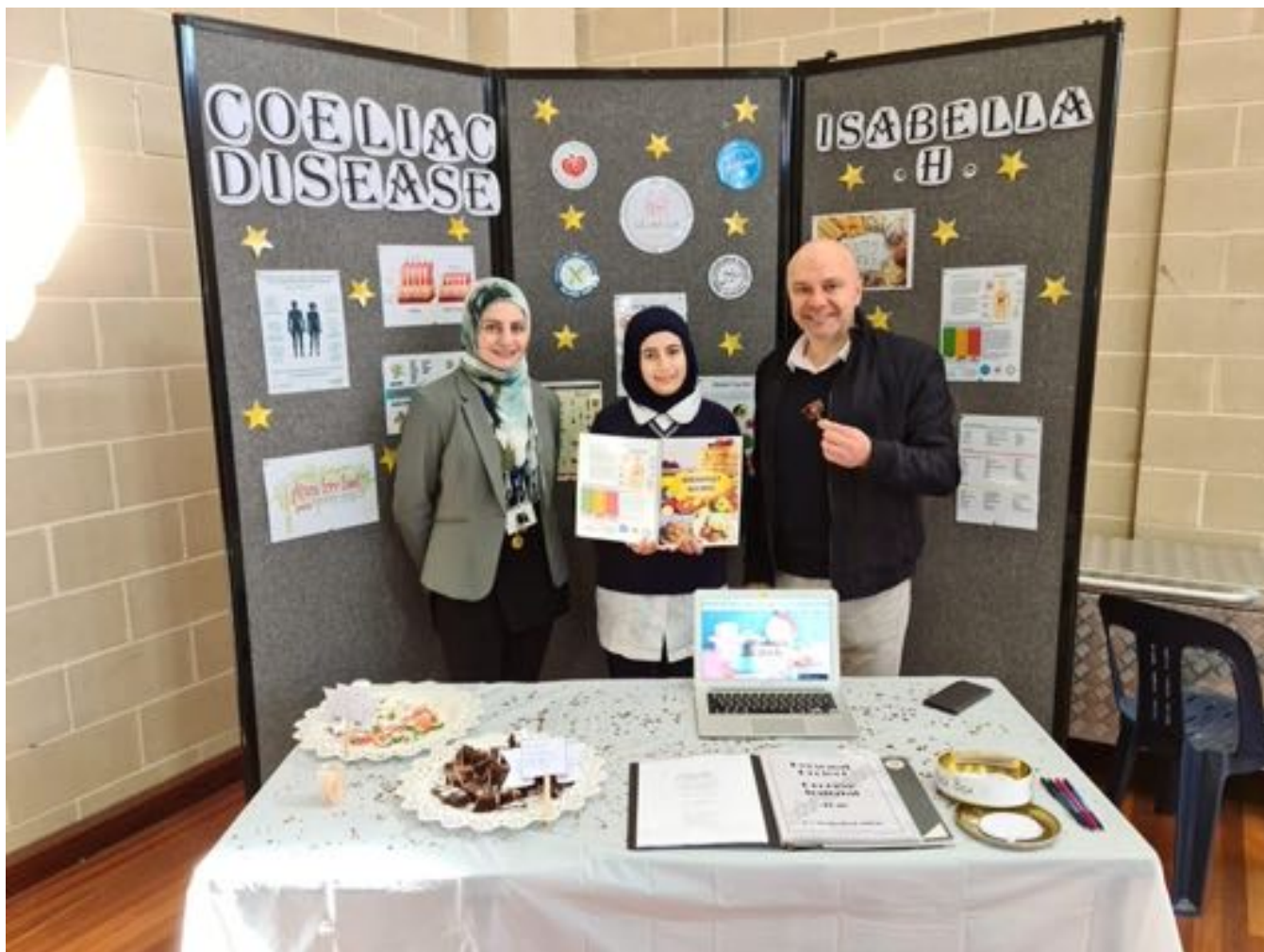
# THEME 5. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

## 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 2020, 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: enhancing numeracy instruction and learning; continued development in the delivery of IB curriculum content; and further promotion of student wellbeing, and a safe and supportive learning environment.

The professional learning program implemented at Al Zahra College in 2020 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 2020.

| PROFESSIONAL LEARNING | | |
|---|---|---|
| **Course** | Number of Staff Attended | Provider |
| **CPR and Anaphylaxis Refresher Course** | **72** | **Surf Life Saving Services Pty Ltd** |
| **CPR and Anaphylaxis Refresher Course** | 3 | St John's Ambulance |
| **Child Protection Policy Training (NSW 2020, v2)** | 75 | CompliLearn (CompliSpace) |
| **Attachment, Belonging and Connection** | 1 | Committed to Childcare Conferences |
| **Sciences: Implementing the MYP curriculum (Cat.1)** | 1 | International Baccalaureate |
| **Becoming Accredited At Experienced Teacher Through The Standards Based Pathway** | 3 | AIS NSW |
| **Professional Support for experienced teachers** | 3 | AIS NSW |
| **Supporting Teachers Through Accreditation** | 1 | AIS NSW |
| **Risk Management** | 1 | AIS NSW |
| **Moving Beyond Numbers: Using Qualitative Data** | 1 | AIS NSW |
| **Conducting Interviews and Focus Groups** | 1 | AIS NSW |
| **Getting Ready for Robust Research** | 1 | AIS NSW |
| **Physical Activity and Sport Studies** | 1 | AIS NSW |
| **Approaches to Learning (Cat 3)** | 23 | International Baccalaureate |
| **Implementing the MYP curriculum (Cat 1)** | 2 | International Baccalaureate |
| **Investigating inquiry – English (Cat 3)** | 2 | International Baccalaureate |
| **Heads of School/IB coordinators: Managing (Cat 3)** | 1 | International Baccalaureate |
| **Counselling – English (Cat 1)** | 1 | International Baccalaureate |
| **DP Extended essay in focus: A one-day intensive (Cat 3)** | 2 | International Baccalaureate |
| **Visual Arts (Cat 1)** | 1 | International Baccalaureate |
| **Visual Arts (Cat 2)** | 1 | International Baccalaureate |
| **PASS Workshop** | 1 | Achper NSW Branch INC |

| New Careers Advisers Day | 1 | Careers Advisers Association NSW & ACT |
|---|---|---|
| **WMAC2003 09PAR MacqLit** | 4 | Multilit Pty Ltd |
| **Music Webinar - Taikoz Japanese drumming** | 1 | Musicaviva |
| **Working Scientifically In Everyday Life** | 1 | Oxford University Press |

## Teacher Accreditation Status

| ACCREDITATION STATUS CATEGORY | NUMBER OF TEACHERS |
|---|---|
| Conditional | 4 |
| Provisional | 7 |
| Proficient Teacher | 42 |
| Total number of teachers | 53 |

## 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 | 54 |
| 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 | 37 | 18 |
| Non – Teaching Staff | 12 | 13 |
| Total | 49 | 31 |

\* Figures exclude maternity leave & LWOP.

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

## Student Attendance Rates

Overall, 91.5 percent of students attended school on average each school day in 2020.
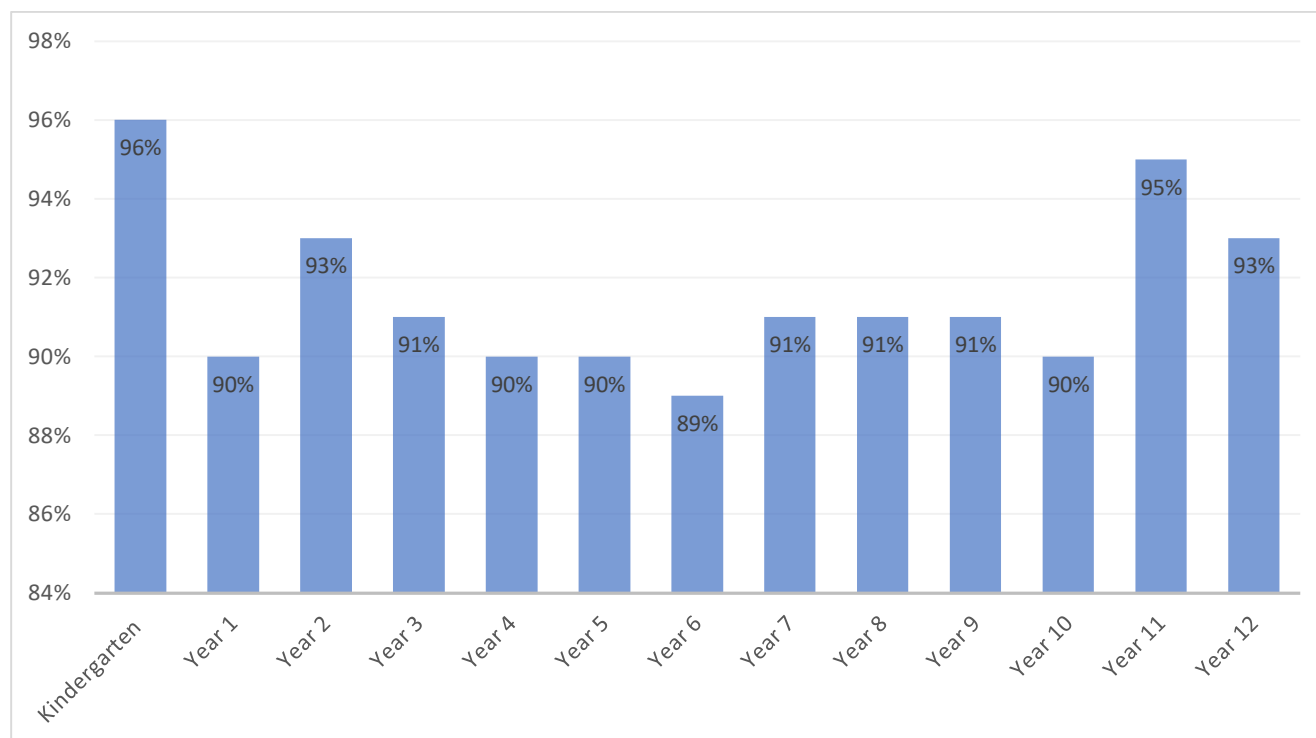


## Retention of Year 10 to Year 12

| Year Group | Year Enrolled | Total Students Enrolled | Retention Rate |
|---|---|---|---|
| Year 10 | | 21 | |
| Year 12 | | 20 | 95% |

## Post School Destinations

Of the 20 students who completed the IBDP at Al Zahra College in 2020, 95% of students received an offer from university and are subsequently enrolled in the following courses:

| Family name | Given name | Course code | Course title | Institution name |
|---|---|---|---|---|
| AL HUSSAINI | DANYAL | 302416 | B Psychology/B Business | Macquarie University (MQ) |
| ALAWIEH | ABBAS | 602010 | B Design in Architecture | Uni of Technology Sydney (UTS) |
| BALAGHE | MOHAMED | 609560 | Bachelor of Engineering (Honours) Bachelor of Creative Intelligence and Innovation | Uni of Technology Sydney (UTS) |
| BAZZI | NOUR | 606050 | B Health Science | Uni of Technology Sydney (UTS) |

| DARWISH | MOHAMMED | 606050 | B Health Science | Uni of Technology Sydney (UTS) |
|---|---|---|---|---|
| FELAH | MARIA | 729798 | Dip Arts/Bachelor of Arts (Primary Teaching) | Western Sydney Uni (WSU) |
| HAIDAR | FARAH | 513635 | B Applied Science (Occupational Therapy) | Uni of Sydney (USYD) |
| JOMAA | ALI | 601030 | B Business | Uni of Technology Sydney (UTS) |
| MERHI | AYA | 753665 | Dip Engineering/B Engineering | Uni of Technology Sydney (UTS) |
| MOUHANNA | ABDULLAH | 603221 | Bachelor of Information Systems/Bachelor of Business | Uni of Technology Sydney (UTS) |
| MOURAD | ZAHRAA | 729651 | Dip Health Science | Western Sydney Uni (WSU) |
| MOURTADA | MALAK | 723566 | B Speech Pathology | Western Sydney Uni (WSU) |
| NAJI | ZAHRAA | 729732 | Dip Health Science/B Health Science | Western Sydney Uni (WSU) |
| NASOUR | ZAKARIA | 603105 | B Engineering (Honours) Flexible | Uni of Technology Sydney (UTS) |
| RAMADAN | HUSAIN | 429000 | B Science | Uni of New South Wales (UNSW) |
| SABRA | HADY | 603015 | B Engineering (Honours) Civil | Uni of Technology Sydney (UTS) |
| SOUMMAKA | HUSSEIN | 603015 | B Engineering (Honours) Civil | Uni of Technology Sydney (UTS) |
| TANANA | MAHDI | 606050 | B Health Science | Uni of Technology Sydney (UTS) |

## 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 (for High School Students) and DP Coordinators 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.

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

## Current Enrolments

The 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

1st 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 30th 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) |

Kindergarten      5 years-old (before 30th 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           17 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.

## 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.

Included in the fees are: 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 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.

# 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 2020, the Al Zahra College board and College executives have continued to review and update 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 2020.

| College Policy | Summary/ Changes in 2020 | Access to full text |
|---|---|---|
| **Welfare** | The College and its teachers owe a common law duty of care to take reasonable steps to protect students and staff from any injury that can be reasonably foreseen. In 2020, Al Zahra College continued reviewing its Student Duty of Care Policies, and developed policies and processes to ensure the safety of its community during the COVID-19 pandemic. The following policies were updated in consultation with CompliSpace and AISNSW:<br>- COVID-19 School Safety Procedures<br>- School Cybersafety – Student Code of Conduct<br>- Working from Home Policy<br>- Student behaviour | The full text of the College's policies are available upon request from the Headmaster, the College's admin office, and/or our parents' information guides. |
| **Discipline** | Following further revision of the College Discipline Policy in 2019, the College continued implementing its policy in 2020 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 policies are available upon request from the Headmaster, the College's admin office, and/or our parents' information guides. |
| **Anti-bullying** | 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. This policy and procedures were circulated and applied by the school in 2020. | The full text of the College's policies are available upon request from the Headmaster, the College's admin office, and/or our parents' information guides. |
| **Complaints and Grievances Resolution** | The Policies outline the complaints handling and dispute resolution process that can be followed by parents / carers. These were applied in 2020. | 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, from

the Headmaster, the front administration office, or through parent information guides. Any updates of policies and procedures are posted on parent information platforms including Skoolbag and ClassDojo as well as 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 aachievement of priorities identified in 2019 for achievement in 2020.

## Whole School Priorities

| College IT Infrastructure and integration | |
|---|---|
| Enhance School Wi-Fi connectivity; upgrade school staff devices | Successful implementation |
| Facilitate the process of Integrating of ICT into teaching and learning across Kindergarten to Year 12 | Implementation of CANVAS (Learning Management System), and professional training for teachers in Grades 5 to 12. |
| **Compliance and Registration** | |
| Development and implementation of enhanced whole-school NCCD processes | Continued successful implementation |
| Implementation of the updated College Policies and Procedures | Continued successful implementation |
| Review of updated College processes for NESA teacher accreditation, including orientation and mentoring processes for teachers seeking Proficient accreditation | Successful ongoing implementation |
| Support teachers seeking ISTAA Experienced Teacher accreditation | Ongoing implementation |
| **Staff** | |
| Develop a plan for professional learning objectives at the College to reflect the changing strategic direction of learning and teaching | Ongoing |
| Continue to pursue opportunities for formal professional learning relationships with universities and vocational pathways | Ongoing |
| Review and improve new employee induction processes | Successful ongoing implementation |
| Implement improved compliance training for new and existing staff across areas Student Duty of Care, Child Protection and WH&S | Successfully ongoing implementation |

## Primary School Priorities

| Teaching and Learning | Progress and Achievements |
|---|---|
| The 2020 IB PYP Evaluation visit | Successful evaluation outcomes - Registration for 5 years |
| Review of application of skills and knowledge gained from the AIS Early Literacy Project, and Ants in the Apple Spelling program in the delivery of literacy education. | Successful review and ongoing implementation |
| Implementation and review of Literacy intervention programs (MiniLit, MacqLit, and RTP), and continuation of in-class learning support. | Ongoing implementation |

| | |
|---|---|
| Review and update of Al Zahra College PYP Programme of Inquiry | Successful ongoing implementation |
| 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. | Review and ongoing implementation |
| Promote learner engagement with the Learner Profiles, and Approaches to Learning (ATLs) across the curriculum | Ongoing successful implementation |
| Review the integration of CANVAS for Stage 3 students. | Implemented in 2020 and due for review in 2021 |
| Continued implementation of Walk-throughs as a regular part of reflection and evaluation of teaching and learning. | Ongoing implementation |
| Engage teachers in in-house, and IB accredited professional learning to enhance teacher knowledge about the IB Primary Years Programme. | Ongoing implementation |
| Enhance parent engagement with the PYP through regular parent information sessions, and through the introduction of online communication platforms (Zoom), and livestreaming of events to address COVID-19 restrictions. | Partial implementation due to COVID-19 restrictions<br><br>Successful implementation |
| Review and enhancement of the PYP Enrichment Program to extend the Gifted and Talented students, including the Junior Quest Programme. | Major Review and Implementation – 2021 |
| Strategic focus on enhancing PYP students' numeracy outcomes through:<br>- The provision of quality PD targeting numeracy for all PYP staff;<br>- Regular diagnostic testing of students' numeracy skills, as formative assessment to inform teaching and learning;<br>- Provision of numeracy-targeted in-class learning support informed by assessment data; and<br>- In-house collaboration to examine numeracy continuums, and students' learning in relation to these. | Major Review and Implementation - 2021 |
| Review of the PYP Library learning program to ensure alignment with the College's PYP Programme of Inquiry, a focus on the ATLs and the development of students' proficiency in Arabic as a Second Language. | Major Review and implementation - 2021 |
| Review of reporting processes, including the optimal use of digital portfolios | Implementation - 2021 |
| Review PYP Arabic language learning, including continuums, scope and sequence documents, Arabic learning resources, and learning support provision. | Major review and Implementation – 2021 - 2022 |
| **Wellbeing** | Progress and Achievements |
| Review and expand the Wellbeing program for the PYP, through the direct involvement of School Psychologist in the planning and implementation of school welfare programs. | Successful implementation 2020 |
| Integration of positive social skills within PDHPE program in coordination with the School Counsellor. | Implementation - 2021 |
| Continued focus on student-led initiatives to build student unity, and to support charities. | Ongoing |
| Initiation of parent and community outreach programmes to build school-parent networks and a shared vision for learning growth and student wellbeing. | Implementation - 2021 |

## Secondary School Priorities

| Learning and Teaching | Progress and 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 7-12 | Ongoing |
| Develop and implement data analysis for the use of academic issues 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 | Implementation 2021 |
| Develop online education strategies (Education Perfect/Oxford) | Implemented 2020 |
| Review and implement innovative approaches to parent education and engagement in student learning (CANVAS) | Implemented |
| Develop a strategic approach for self-directed learning and study skills across Years 7 – 12 (foundational program) | Implemented |
| Consolidate the integration of ICT in the curriculum for Years 7 – 12 (CANVAS) | Implemented - 2020 |
| Introduce DEAR (Drop Everything and Read) to improve literacy goals 7-10 | Implemented 2020 |
| Timetable (Fortnightly Week A/B cycle) for all secondary students | Implemented 2020 |
| Introduction of Edval Daily for student timetables | Implementation 2021 |
| Timetabled CORE lessons (TOK, CAS, EE) for all DP students | Implemented 2020 |
| Timetabled lesson (Personal Project for Year 10) | Implementation 2021 |
| Introduce Work Experience Program for Year 10 | Resume 2021 due to COVID-19 disruption |
| Online parent-teacher interview process established | Ongoing implementation |
| Review advice processes for Year 10 regarding the Full IB Diploma vs IB Certificate (Course Programme) vs other Pathways for Year 11 | Improvements made |
| Review device use (BYOD) and strategies for Years 7-12 | Implemented 2020 |
| Develop reporting on Approaches to Learning (ATL) Skills for reports | Implemented 2020 |
| Review of DP2 Reporting Timeline to reflect mock Internal Assessments | Implementation - 2021 |
| Review the better integration of the CAS program into student learning beyond the College Community | Ongoing |
| Review the commencement date of the DP to begin in Grade 10 | Major Review 2021 |
| Review of library curriculum | Implementation 2021 |
| Introduction of the Library Quest Gifted and Talented Program | Implementation 2021 |
| | |

| Wellbeing | Progress and Achievements |
|---|---|
| Review and expand the counselling and wellbeing programme in the Secondary | Ongoing |
| 3 Bridges Wellbeing Program in collaboration with secondary students. | Ongoing |
| Focus on the Grade Mentor as the main student support contact and ensure Grade Mentors have appropriate professional training. | Implementation in 2021 Ongoing - Professional training |
| Prioritize the wellbeing themes of: | Ongoing |

| | | |
|---|---|---|
| • Resilience<br>• Self-worth<br>• Bullying | • Drug education<br>• Mental health<br>• Study skills<br>• Appropriate use of technology | Anti-bullying review<br>External program – 3Bridges conducted wellbeing programs in 2020 |
| Review Service As Action (SAA) activities with an emphasis on hands-on activities, charities and fundraisers | | Implementation 2021 |
| Information sessions for students and staff on wellbeing issues | | Implemented in 2020 (ongoing) |
| Careers Counsellor adapting a strong focus on careers education and fostering productive links to Universities and Tertiary pathways | | Implemented |
| Full wellbeing survey for students | | Implementation 2021 |
| Review of merit and demerit system to encourage positive behaviour | | Implementation 2021 |

# THEME 11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

As an Islamic and International Baccalaureate school, Al Zahra College continually seeks to reflect Islamic values of compassion, respect and generosity both inside and outside of the classroom. Throughout 2020, our staff and students have been involved in ongoing activities and initiatives designed to promote respect for all, engage with the local community and beyond, and build 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 2020, Al Zahra College students continued to foster respect for and responsibility to others both within the school and in the broader community. The school celebrated important dates on the calendar promoting awareness of and respect for Australia's culturally and linguistically diverse society, and for Australia's Indigenous population. To this end, the College held awareness raising initiatives to mark the United Nations International Mother Language Day, Harmony Week and National Reconciliation Week. Within the Primary and Secondary Schools, numerous initiatives were also promoted in 2020.

## Secondary School Initiatives

For the Secondary School in 2020, this involvement included the following initiatives:

- Students across 7-12 participated in welfare sessions aimed at fostering respect and understanding for people across all faiths, cultures, and diverse communities. These included Mindfulness, Resilience, Impacts of Wildlife Tourism, Earth Day, International Women's Day, International Mother Language Day, Harmony Day, World Poverty Day, World Indigenous Day, NAIDOC Week, National Sorry Day, International Day of Peace, and the ANZAC Day Commemoration Ceremony.
- Year 10 students focused on a variety of charities and areas of need in the Personal Project, raising awareness, finding solutions, and fundraising for charities such as: Cancer Council Australia, Refugee Council Australia, Amnesty, Sydney Children's Hospital and Beyond Blue.
- 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.
- Students across 7-12 led and participated in fundraising events to support several causes, including providing medical care and supplies, educational resources, essential food items and housing items to areas of need like Yemen, Lebanon, Tunisia and many more. Students were able to fundraise of $25,000 in 2020 that provided these much-needed resources.
- DP students participated in a safe-driving program (U-Turn the Wheel) which is aimed at changing the attitude and behaviours of young drivers through informative presentations about real life situations as well as hazards, risks and how to prevent them. Presenters included Police Officers, NRMA, Paramedics and many more.
- DP students participated in a food program (Lentil as Anything) in which students were able to learn about how food can bring about social fairness and inclusion.
- Female students across 7-12 were involved in the SHE SUMMIT project hosted by the GO Active group, that is designed to inspire, empower and connect young women from culturally and linguistically diverse backgrounds. Students were exposed to several speakers and activities that targeted the idea of resilience in the face of adversity.
- DP students commenced the food drive program where they involved the College's community to donate and lend a hand in creating food hampers to send to war-torn countries.

## Primary School Initiatives

- The PYP Parliament program actively involved students in the life of the school. PYP students elected a Prime Minister, Opposition Leader, and Class Captains. These students led fundraising projects within the school community and promoted initiatives in the school to address concerns important to students in the school.
- PYP students were involved in a broad range of charity fundraising activities, including Food Drives, Walkathon, Skipathon, and various art and writing competitions. Fundraising efforts raised funds for both national and international causes.
- PYP students learned about and celebrated International Mother Language Day, Harmony Day, NAIDOC and National Reconciliation Week. They learned to appreciate their own cultural and religious identities as well as those of others around the world, through their involvement with TAIKOZ Japanese drumming, and a range of excursions to important social, historical, environmental and cultural sites in Sydney. Life Education and NED incursions were organised to promote student well-being and responsibility. The incursions focused on positive self- esteem, Cyber-safety, healthy lifestyles, positive peer interactions, and anti-drug campaigns.

# THEME 12. PARENT, STUDENT AND TEACHER SATISFACTION

## Parents

Al Zahra College prides itself on its open-door policy with parent involvement welcomed and encouraged. In 2020, parent-school involvement was disrupted by the restrictions imposed due to the COVID-19 pandemic. Despite these restrictions, the College remained committed to ensuring that parents had every opportunity to be involved in their children's schooling, and to be able to communicate with us their concerns and feedback, through online communication platforms and through scheduled meetings where possible.

## Staff

Feedback from staff and discussions with executives at the College indicated a high level of satisfaction with the College. College executives continue to maintain an open-door policy and are open to constructive feedback and expressions of concern from College staff. In 2020, teachers had one-to-one meetings with executive staff to discuss their concerns, and whole-school and Programme-specific meetings were also routinely held. These meetings provided platforms for open communication between staff to share information, concerns, to collaborate professionally for teaching and learning, assessment, evaluation of programmes and reflection. Although COVID-19 restrictions, Al Zahra College teachers continued to access professional learning via online communication platforms. Teachers have the autonomy and the executive support to seek PD opportunities that are relevant to their Performance and Development goals. These professional development opportunities continue to have a positive effect on teachers' performance and morale. New teachers were also supported through our mentoring and induction program, where they were assigned a teacher to support them in their work at Al Zahra College.

## 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 body voices student concerns, facilitates peer mentoring programs, organises various functions and leads various successful fundraising initiatives throughout the year. Members of these Councils consult with their fellow students and consider their feedback. The SRC was a positive platform through which we have gauged the high level of student satisfaction with the College.

Within the classrooms, student Essential Agreements are developed in collaboration with the students, which outline 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 and encouraged and motivated to perform to the best of their abilities.

# THEME 13. SUMMARY FINANCIAL INFORMATION

## Income - 2020

58%   Commonwealth Recurrent Grants

17%   State Recurrent Grants

18%   Fees, Charges and Parent Contribution

7%    Other Private Income

## Expenditure - 2020

81%   Salaries, Allowances, Related Expenditure

8%    Non-Salary Expenses

11%   Capital Expenditure