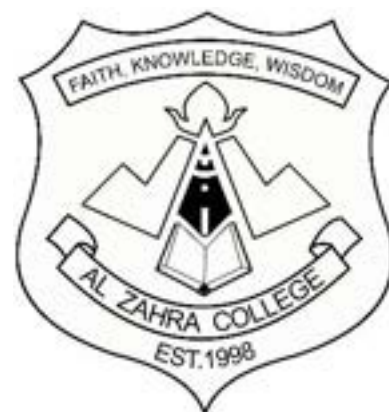




AL ZAHRA COLLEGE ANNUAL REPORT 2021



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THEME 1. MESSAGE FROM KEY SCHOOL BODIES

Message from the Board Chairman

As the Board Chairman of Al Zahra College, it is my great honour to present the Al Zahra College Annual Report for 2021. When I joined the Al Zahra College Board, I did so with the knowledge that I was joining an institution committed to providing a high standard of education for students and its reputation for excellence. In our plans for the school's growth, we remain committed to the core mission of developing knowledgeable, faithful, and wise students, whose spiritual, mental, and physical wellbeing is nurtured. Our students are encouraged to develop a community-based and global outlook that is reflected in their commitment to making the world a better place.

This Annual Report highlights the achievements and progress towards achieving our goals as identified in the Strategic Plan. The Board's role specifically, has been to provide direction and facilitate the College's ongoing growth. Since 2018, the College has absorbed a 30 percent increase in its student population, and this steady growth is projected to continue, as evidenced in our extensive waitlist of applications for enrolment. For this, we thank the community, and to our continuing parents for their vote of confidence.

Reflecting on 2021, we continued to witness unprecedented times and events, with the year presenting ongoing challenges arising from the COVID-19 pandemic for our students, staff, and families. In the spirit of the Quranic Ayah *"Verily, with hardship comes ease"* (94:6), our school community demonstrated strength, resilience, and patience, to bear the challenges, and flourish during this period. The College's response to the government lockdown was efficient and innovative, and our off-campus learning initiatives included asynchronous and synchronous online learning opportunities, as well as the continuation of our Islamic Studies, learning support program, and counselling and speech services. Our proactive approach ensured that students thrived, were consistently engaged in their learning and were in daily contact with their teachers and peers, to counteract the physical isolation of lockdown. The success of our approach is evidenced in our students' sustained learning growth, and their healthy and optimistic outlook during this period.

Despite the challenges, our students also demonstrated impressive academic performance in national and international assessments in 2021. I am proud of our 2021 Year 12 cohort, who graduated from the Diploma Programme with exceptional results. All our students passed the Diploma Programme and were offered placements in Tertiary courses in Sydney's major universities. Our students also achieved outstanding results in the 2021 NAPLAN, with the Primary students consistently overrepresented in the top two bands in every area of the test, and our Secondary students' performance indicated excellent value-added growth in all areas of NAPLAN.

In the meantime, the Board continued to manage the long- and short-term financial plans of the College to ensure a sustainable future for our students and to enable the continued long-term growth of the College. In 2021, we continued to practise responsible financial management, ensuring that the College retains its strong financial position, and maintaining ongoing sustainable investment in our outstanding staff and facilities. The Board ensured that across the College, there were no fee increases for 2021. At the same time, the Board also oversaw significant investment in the development of existing facilities and infrastructure. The College succeeded in procuring a BGA Capital Grant to facilitate the building of

additional classrooms on the existing building site, and the extension of the multi-floor lift in the main building in 2021. These classrooms will be a welcome addition for our growing student population.

In addition, plans are also underway for the renovation and development of the existing infrastructure in 2022, including the construction of a covered multi-purpose court to enable students to participate in sport on school grounds, and to provide sheltered outdoor space. Plans also include the renovation of student and staff toilet facilities, drinking stations, and the complete reflooring of the playground, external corridors, and stairways of the school grounds. More significantly, the Board also facilitated the purchase of three additional properties adjoining the College and is in the final phase of purchasing a fourth property in 2022 to facilitate expansion of the existing school grounds. Our long-term Strategic Plan involves the building of an additional School block in place of these purchased properties. We are in consultation with our architectural team to develop our Five-Year School Master Plan and are eager to see this project come to fruition in the not-so-distant future.

The Board is also in the final stages of adopting the recently amended School Constitution, and we are also committed to increasing Board membership to support the evolving needs of the College.

Finally, on behalf of the College Board, I wish to acknowledge the commitment and dedication of our staff and thank them for inspiring students to learn and grow, which is evident in this 2021 College Annual Report. I also wish to extend my sincere thanks and appreciation to the students and families we serve for their continued trust, patience and understanding as we worked through this unprecedented year.

Mr M. Makki

Al Zahra College Board Chairman



Message from the Headmaster

It is a pleasure to report to you at the conclusion of 2021; a year marked by achievements and opportunities, in the face of unique challenges. This year promised much, but quickly became like no other that I have experienced. Undoubtedly, COVID-19 had a major impact on Al Zahra College in 2021, including the cancellation of a range of events, and the reintroduction of online learning during the lockdowns. Despite the attendant challenges, I am proud of the work of the College during this time, and the school's abiding sense of determination, of commitment to service and compassion, and deep and enduring dedication to the provision of an exceptional IB Islamic education for its students.



With the announcement of the 2021 lockdown, the College efficiently reintroduced its off campus learning program, which prioritised student engagement in learning, and a healthy, positive mindset during the restrictions. Students participated in daily live and self-paced learning through Learning Management systems, applications, and programs, as well as the continued delivery of all our student support services. We were able to ensure that our students and staff continued to develop innovative skill sets and knowledge, achieved strength and resilience, and maintain learning growth during the lockdown. We remained committed to maintaining the wellbeing of our students and the College community during this time, and the College remained open to those families working in essential services and our vulnerable students.

In the background of this challenging year, the College continued to run in a highly competitive, economically challenging environment, and I am proud to report that our enrolments into the future remain very positive. I am also pleased to report that during this period, we also conducted background consultations for the introduction of a new, improved uniform in 2022, which meets the changing needs of our students, and in line with the College community's religious ethos. Consultation was extensive, and we look forward to a smooth transition to the new uniform in 2022. Highlights for this year are significant across the Primary Years, Middle Years and Diploma Programmes. Below I reflect on some of the highlights in 2021 for our three Programmes.

The Primary Years Programme

2021, whilst challenging and disruptive, highlighted the resilience and determination of the PYP staff, students, and families. The academic year commenced with an air of optimism, and a desire to make up for any learning time lost during the 2020 lockdowns. The Year 3 and 5 students prepared for NAPLAN, which they sat in term 2, and achieved remarkable results, which are a testament to the determination and work ethic of all involved. The PYP students engaged in a range of extra-curricular activities, including Harmony Day and a cultural awareness and appreciation incursion for National Reconciliation Week. These activities provide learning experiences to develop the attributes of the IB learner profile and enhance the students' international mindedness. Our Stage 3 students represented the College in an inter-faith sporting competition, The Harmony Cup, and the students enjoyed the opportunity to engage in friendly sporting competition with local Islamic schools.

In term 3, the College launched its off-campus learning program, in response to the restrictions imposed by the COVID-19 pandemic. The students and families adapted quickly and the transition to online learning was seamless as the PYP reinstated the platforms which were used in 2020, including Seesaw and Class Dojo. To further enhance the off- campus learning program, Primary students utilized the online platform Microsoft Teams, and the students participated in live lessons every day, covering a range of key learning areas. In addition, the Learning

Support Team conducted modified live lessons of the MiniLit and MacqLit reading support program, ensuring that all students' needs were catered for and enabling the continuity of the program. The relationship between the College and the community was further strengthened by the school Counsellor as she conducted well-being sessions and checked in regularly with families and staff members, to ensure that everyone was managing the impacts caused by the restrictions. Despite the disruptions, our PYP students were engaged in quality learning experiences, which enabled them to develop intellectually, physically, and emotionally and grow as balanced individuals.

The Middle Years Programme

The Middle Years Programme was once again challenged by the need for a streamlined response and great flexibility as we saw a return to COVID online learning. With Canvas, the now established online learning platform, class conferencing, online textbooks and learning modules such as Education Perfect, the adjustment between learning modes was achieved without complications, or disruption to student learning. For the Middle Years Programme, 2021 was also a year of review and development in preparation for the 2022 MYP Five Year Evaluation visit from the International Baccalaureate. All MYP teachers participated in the Building Quality Curriculum Process where Al Zahra College unit planners, assessments and subject overviews were submitted for review. A total of 126 documents relating to school curriculum, compliance, policies, purpose, and the school's physical environment were submitted to the IB for evaluation. The feedback was overwhelmingly positive and MYP teachers are now using the IB recommendations to further refine their planning for 2022 with the aim to make better use of 'Approaches to Learning' skills within their units and improve reflection on assessment practices. MYP policies were restructured to combine MYP/DP protocols within a single policy document and reviewed to ensure complete alignment with IB standards and expectations. 2021 also saw the start of the MYP Self Study process involving all school stakeholders, including staff, administration, leadership, students, and parents.

One of the most exciting developments this year in the MYP has been the new Service as Action programme introduced to encourage service with a focus on three levels: individual student service, grade year service projects and curriculum level service activities. Service learning is a fundamental part of MYP philosophy, developing student awareness of the learner profile attributes and highlighting for students, the importance of playing an ethical role in the broader global community. During the COVID-19 lockdown, students were challenged to complete 'Service in the Time of COVID' by completing small community acts, such as picking up rubbish around their local area and conducting weekly welfare phone calls to elderly relatives who might be experiencing isolation. Once students returned to the classroom, larger service projects were developed such as, 'Jump Rope for Heart' and a 'Food Drive for Lebanon'.

On the academic front, the new term based MYP Assessment schedule continued to support student and curricula organisation. Stunning improvements in the Al Zahra College NAPLAN results saw the College featured in the media, providing a positive indication of the success of recent successful initiatives, such as DEAR reading, Literacy and Numeracy Learning Support programmes and the inclusion of literacy in all MYP subject planning. As 2021 is the final year of paper NAPLAN examinations, a select number of staff completed training to deliver NAPLAN in the new Online format next year in 2022.

Four Interdisciplinary units enabled students to reflect on the nature of knowledge as a multidisciplinary concern, strengthening their transfer skills and critical thinking. Year 10 students worked on an interior design project combining Arabic and Mathematic skills, Year 9 explored human health from the perspective of Science and Technology, Year 8 developed a research project in their English and History/Geography classes and Year 7 created theatrical texts in English with props created in Visual Art.

The Middle Years Programme aims to create empathetic, inquisitive, and knowledgeable lifelong learners; qualities that are always on display in the Year 10 Personal Project. In 2021, students were required to complete their Personal Project online in accordance with Covid lockdown restrictions. Year 10 answered the challenge by submitting strong products and project reports. This showed them to be resilient, creative, open minded and balanced IB communicators.

The Diploma Programme

In the Diploma Programme, we were able to provide our Senior students with learning experiences that allowed them to develop physically, intellectually, emotionally, and ethically. We began the year celebrating the academic success of our previous Year 12 cohort achieving a median ATAR selection rank of 91.95 – a tremendous score for a proudly non-selective and inclusive school; as well as the outstanding achievement of the College's highest IB score of 41/45 which is equivalent to an ATAR of 98.5. Equally as significant, we saw all students achieve entry for their first preference for university, as well as a significant uplift in the expected achievement levels of many of these students, demonstrating an important 'value-add' in our education. Several students were selected to receive scholarships to study at Australia's major universities. 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, yet again, the Ahlul Bayt Cup. Senior student performances at the ASSISA events highlight that Al Zahra College is a major competitor within the 31-school association.

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 and hosts for a spectacular Carnival Day and fundraising for local and international citizens with various organisations like The World Food Appeal, Red Cross, and the Salvation Army. 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.

To conclude, I am proud and honoured to be able to reiterate how fortunate I am to be leading Al Zahra College with some of the best educators that I have had the privilege to work alongside. The drive, passion, and determination, underpinned by skill, knowledge, and empathy, has seen teaching and learning continue to be excellent and has seen students develop, and achieve despite the disruption across our three Programmes. I would like to express my gratitude to all parents and caregivers, for your unwavering and generous support of Al Zahra College.

Dr. Wissam Mustapha
Al Zahra College Headmaster

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, 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. Long-term plans for the College involve the expansion of the current School grounds to accommodate the growing student population, and to meet the demands in enrolment applications for placements across 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), one of the few schools in the country to offer the three IB Programmes. 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, Islamic and Quranic studies as part of its curriculum. The College also provides extra-curricular opportunities, Learning Support programmes, counselling, and Speech services for its student population. Al Zahra College provides a learning environment for our students, that is conducive to academic excellence. Our inspiring staff and our challenging curriculum enable 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 to enrol. 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. A reflection of these ideals is the ongoing commitment of the College to fundraising and community service.

Al Zahra College provides a learning environment in which students can develop an understanding, 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 2021, the College had a total of 542 students, all of the Islamic faith. The number of students enrolled in the Primary Years Programme was 308, while the Middle Years and Diploma Programmes had a total of 234 students.

The school's population consists of students from a diverse range of cultural backgrounds, and almost all the students had a language background other than English.

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

THEME 3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In May 2021, students in Years 3, 5, 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. NAPLAN provides schools with a snapshot of measurable 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 2021. The data below compares the performance of Al Zahra College students with Student of Similar Backgrounds (SIM) and for All Australian schools.

Congratulations to our students for their outstanding performance in NAPLAN 2021. Our students performed at or above the national minimum standard in Reading, Writing, Spelling, Grammar and Punctuation, Literacy and Numeracy.

	AL ZAHRA COLLEGE	STUDENTS WITH SIMILAR BACKGROUNDS	ALL AUSTRALIAN SCHOOLS
NAPLAN – YEAR 3			
Reading	459	460	438
Writing	452	444	425
Spelling	486	453	421
Grammar	500	464	433
Numeracy	439	423	403
NAPLAN – YEAR 5			
Reading	551	524	511
Writing	509	490	480
Spelling	549	516	504
Grammar	574	516	503
Numeracy	532	504	495
NAPLAN – YEAR 7			
Reading	541	540	542
Writing	540	527	522
Spelling	566	552	548
Grammar	542	532	533
Numeracy	530	545	550
NAPLAN – YEAR 9			
Reading	571	569	577
Writing	563	546	551
Spelling	602	580	580
Grammar	602	565	573
Numeracy	614	578	588

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 2021, 27 students took the decision to pursue the International Baccalaureate (IB) Diploma and were therefore eligible to receive their RoSA.

Analysis of 2021 RoSA Grades resulted in a 2% increase in the number of B grades in English and a 6% decrease in the number of E grades. In Mathematics, a 10% increase in the number of B grades, and a 3% decrease in the number of E grades. In Science, our students achieved a 14% increase in the number of B grades, and a 16% decrease in the number of D 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 Programme 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). 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.

The 2021 student cohort's average IB score was 34 out of 45, which is equivalent to an ATAR selection rank of 91.65. Many students scored in the top 1% in subjects including Mathematics, Chemistry, Languages (Arabic) and Business Management. Across the various subject groups, students averaged a grade of 5.09 out of 7 which is above the global average of 4.33.

The table below illustrates the exceptional results and school statistics for the 2021 November IBDP Session.

School statistics	
Number of candidates registered in the session:	21
Number of diploma and retake candidates registered in the session:	21
Number of subject entries in the session:	146
Number of candidates who passed the diploma:	21
Average points obtained by candidates who passed the diploma:	34
Highest diploma points awarded to a candidate:	41
Average grade obtained at the school by candidates who passed the diploma:	5.09
Total number of candidates excluded from statistics:	0

THEME 5. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

Staff Professional Learning

Staff professional development remains 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 2021, which focused on current pedagogy, IB and NESA curriculum content, relevant legislation, and College requirements. Future professional development opportunities at the College will focus on the following strategic areas: enhancing numeracy and literacy instruction, the familiarisation and implementation of new NESA Syllabus documents, the continued development in teachers' knowledge of the delivery of IB curriculum; enhancement of student wellbeing; and maintaining a safe and supportive learning environment.

The professional learning program implemented at Al Zahra College in 2021 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 2021.

PROFESSIONAL LEARNING		
Course	Number of Staff Attended	Provider
Student Duty of Care (2021)	81	CompliSpace Education
Child Protection Policy Training (NSW, 2021)	81	CompliSpace Education
Peer Support Workshop	1	Peer Support Foundation Ltd
IB Data Processing & Dashboard Visualization	1	IB School Improvement
Success For All Learners: Adjustments For Students With Specific Learning Difficulties	1	SPELD NSW
Working Memory and Explicit Instruction	2	SPELD NSW
New Careers Adviser Day	1	Careers Advisers Association NSW
Making Classroom Observations and Providing Feedback	1	AIS NSW
Oliver Remote Training	1	Softlink Australia Pty Ltd
Teacher Librarian Conference 2021 - Turning A New Page	2	AIS NSW
Powerful Routines for Maths Classrooms K - 6	2	AIS NSW
Assessment as, of, and for Learning in Mathematics K-6	2	AIS NSW
Numeracy Essentials K-2	2	AIS NSW
Microsoft Office with 365 Course	1	University of Sydney
The Maths Series "Addition and Subtraction"	1	SPELD NSW
The Maths Series "Multiplication and Division"	1	SPELD NSW
The maths Series "Place Value"	1	SPELD NSW
The Math Series "Worded and Problem"	1	SPELD NSW
Tertiary Update Day	1	Careers Advisers Association NSW
Spelling Essentials K-6	3	AIS NSW
Formative Assessment in Stage 4 Mathematics	1	AIS NSW
The AIS Annual Briefing	4	AIS NSW
Teaching Morphology for reading and vocabulary	2	Macquarie University

Research Conference 2021	1	ACER
The Science of Writing	3	Learning Difficulties Australia
Your Role in Building a child safe school	2	AIS NSW
Identifying Dyscalculia	1	Learning Links
First Aid CPR	71	CPR First Aid
MYP: Category 2 - The personal project	1	SNTTA EMIR TOURS
MYP Category 2 - Language acquisition: English	1	Maadi Oasis International School
MYP Category 2 Mathematics	1	Qatar Foundation
DP Mathematics: Analysis and approaches	1	International Baccalaureate
DP English A: Language and literature	1	International Baccalaureate
MYP Individuals and societies: Delivering the MYP curriculum Cat 2	2	International Baccalaureate
DP Theory of knowledge	1	International Baccalaureate
MYP Design: Delivering the MYP	1	International Baccalaureate
DP Environmental systems and societies	1	International Baccalaureate
MYP Leading the learning	1	International Baccalaureate
DP Biology	1	International Baccalaureate
MYP Arts-Visual and performing: Delivering the MYP curriculum	1	International Baccalaureate
DP Biology: A focus on internal assessment	1	International Baccalaureate
EP Maths Insight Workshop	1	Education Perfect
Autism Spectrum Disorder: Universal Supports	1	AIS NSW
Deepening the Learning in Mathematics	1	AIS NSW
Formative Assessment in Stage 4 Mathematics	1	AIS NSW
MiniLit Sage PD Workshop	2	MultiLit
Demos in Mathematics 1, 2 & 3	1	MYPL DEC



THEME 6. WORKFORCE COMPOSITION

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

AL ZAHRA COLLEGE STAFF 2021		
Category	Full-Time	Part-Time
Teaching Staff	36	16
Non – Teaching Staff	12	17
Total	48	33

* Figures exclude maternity leave & LWOP.

Teacher Accreditation Status

ACCREDITATION STATUS CATEGORY	NUMBER OF TEACHERS
Conditional	5
Provisional	7
Proficient Teacher	40
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	52

Teacher Qualifications

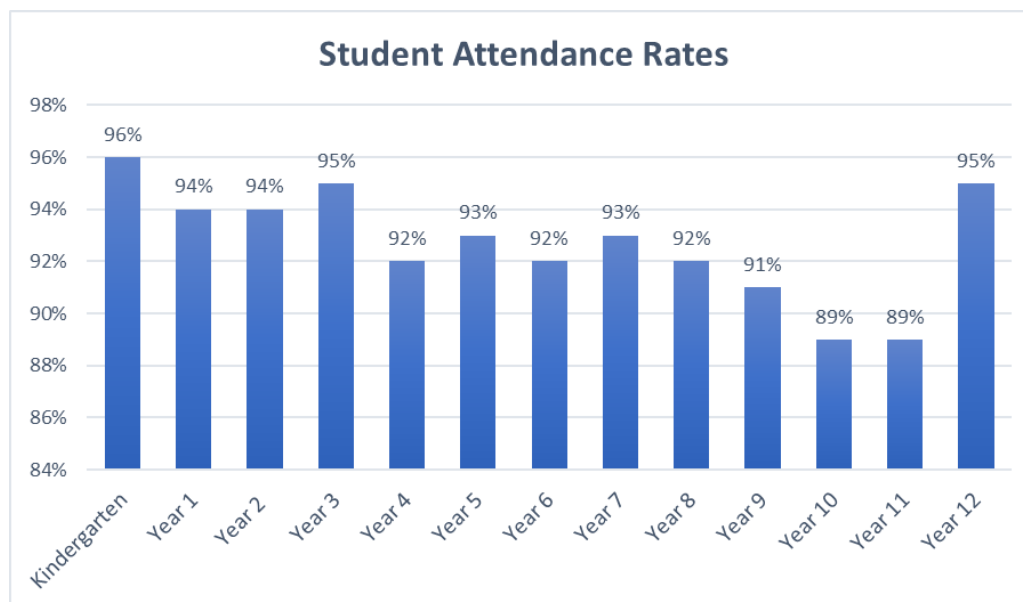
CATEGORY	NUMBER OF TEACHERS
Having teacher education qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	52
Having a Bachelor degree from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0



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

Student Attendance Rates

Overall, 92 percent of students attended school on average each school day in 2021.



Retention of Year 10 to Year 12

Year Group	Year Enrolled	Total Students Enrolled	Retention Rate
Year 10		35	63%
Year 12		22	

Post School Destinations

Year 12 students are encouraged to nominate post-school options, which are aligned with their career ambitions, talents, and their individual interests. During this process, our students are provided with ongoing support to select appropriate courses, complete scholarship applications, look at alternative pathways to enter tertiary education, as well as access a range of support schemes, including early entry schemes, the Schools Recommendation Schemes (SRS) and the Educational Access Scheme (EAS). Of the 21 students who completed the IBDP at Al Zahra College in 2021, 100% of students received an offer from university and are subsequently enrolled in a diverse range of courses in major universities in Sydney.

University Course Enrolments

Family Name	Given Name	Course Title	Institution
AWADA	Ibrahim	Double Law (426000)	UNSW
BAZZI	Saba	B Medical Science	Uni of Tech Sydney
EZAZ	Naomi	B Psychology	Uni of Sydney
GHACHAM	Batoul	B Psychological Science	UNSW
HAIDER	Syed Shahzaib	B Computing Science (Honours)	Uni of Tech Sydney
HASSAN	Rouquaya	B Education (Primary)	Aust Catholic Uni
HASSAN	Fatima	B Forensic Sc B Film (Production)	Uni of Tech Sydney SAE
HIJAZI	Nour	B Physiotherapy	WSU
KARAGULLY	Mohamad Ali	B Business Admin / B Psych	Macquarie University
MATAR	Khadija	B App Sc (Occup Therapy)	Uni of Sydney
MOHSEN	Ali Khalil	B Eng (H)(Civil)/B Surveying	UNSW
MORAD	Hassan	B Physiotherapy	Aust Catholic Uni
MOUHANNA	Muhammad Ali	B Business	Uni of Tech Sydney
MOUKACHAR	Ali Reda	B Eng (H)(Civil)/B Surveying	UNSW
MOURAD	Heba	B Design in Architecture	Uni of Sydney
NASOUR	Zain Al-Abideen	B Construction Mngt & Property	UNSW
NASSER	Israa	B Business B Laws	Uni of Tech Sydney
REDA	Zahra	B Design Architecture	Uni of Tech Sydney
RIZK	Hussein	B Eng (H) Electrical DEP	Uni of Tech Sydney
TALEB	Marwa	B Medical Science Dip Music Prod	Uni of Tech Sydney SAE
TOBY	Mariam	B Business B Laws (609010)	Uni of Tech Sydney

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 in electronic form via Sentral. 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 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 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 POLICY

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, or the Head of Primary or Secondary Schools, 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:

Grade	Age
Kindergarten	5 years-old (before 30 th 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 y

Student Records from Other Schools

Al Zahra College requires student records from the applicant's previous school before any student is accepted. These records include reports, transcripts, results of standardised tests and any reports by a counsellor or psychologist. Al Zahra College reserves the right to contact the applicant's previous school prior to acceptance.

Decisions on Admission

All applicants will be interviewed by the Headmaster, the Head of Primary or Secondary School, 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 headmaster 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. 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.

Pre-requisites for Continued Enrolment

Prerequisites for continued enrolment are based on adherence to the relevant College policies, particularly the student compliance with the College Discipline Policy.



THEME 9. OTHER SCHOOL POLICIES

Al Zahra College is committed to fulfilling its duty of care to all its students, by providing a safe, supportive, and nurturing learning environment. In 2021, the Al Zahra College board and College executives continued to review and implement 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 2021.

College Policy	Summary/ Changes in 2021	Access to full text
Welfare	<p>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 2021, 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:</p> <ul style="list-style-type: none"> • COVID-19 School Safety Procedures • School Cybersafety – Student Code of Conduct • Working From Home Policy 	<p>The full text of the College’s policies is available upon request from the Headmaster, the College’s admin office, and/or our parents’ information guides and online parent communication platforms.</p>
Discipline	<p>The College seeks to develop a culture of positive behaviour management by setting clear expectations of students and encouraging positive Decision making and personal responsibility. The Behaviour Management Policy, and supporting documents were revised in 2019, then revised again in 2021 to reflect the organisational and structural changes in the Secondary School, and to further promote positive reward systems in the Primary School. The revised documents were provided to parents via the College’s online communication platforms. It was also communicated to the students, and sections of the document are clearly displayed on the College grounds. The College has continued to implement the updated policy to ensure the safety and welfare of all our students, teachers, and staff and to provide a learning environment that is conducive to learning. These two policies for the Primary and Secondary School set the framework through which Al Zahra College manages student discipline. It is important to note that this document is based on principles of procedural fairness and involves parents in the processes of procedural fairness, particularly for suspension or expulsion. The College expressly prohibits corporal punishment, and clearly and exhaustively lists the endorsed discipline methods to plainly exclude corporal punishment. The Policy also does not</p>	<p>The full text of the College’s policies is available upon request from the Headmaster, the College’s admin office, and/or our parents’ information guides and online parent communication platforms.</p>

	explicitly and explicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the College.	
Anti-bullying	The College updated its Bullying prevention and intervention Policy in 2019 and has continued to be implemented in 2021. The updated policy included bullying prevention strategies, processes for reporting bullying, responses to bullying, the provision of support services, such as counselling, and staff responsibilities. The Anti-bullying policy and procedures document has been implemented since 2019 and is accessible to teachers via the PolicyConnect portal. The Policy has continued to be consistently applied and revisited by the College this year, and it has been effective in preventing and managing incidents of bullying if they occur.	The full text of the College's policies is available upon request from the Headmaster, the College's admin office, and/or our parents' information guides and online parent communication platforms.
Complaints and Grievances Resolution	The Policies outline the complaints handling and dispute resolution process that can be followed by parents and caregivers. The Policy outlines how parents can raise concerns, and how these are responded to and managed by the College with procedural fairness. The processes for complaints handling and dispute resolution continued to be applied effectively in 2021.	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 PolicyConnect platform, from the Headmaster, the College admin office, or through parent communication platforms, including Sentral and Skoolbag, as well as Parent Information Guides. Any updates of policies and procedures are communicated on parent information platforms including Skoolbag, Sentral, 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 achievement of priorities identified in 2020 for achievement in 2021.

Whole School Priorities

General	
Conduct consultations for new K-12 School Uniforms	Achieved – New Uniforms to be introduced in 2022
Participate in NAPLAN Online Staff Training in preparation for the College transition to NAPLAN Online (2022)	Achieved
Implement NAPLAN School Readiness Tests	Achieved
Facilitate improved integration of ICT into teaching and learning across Kindergarten to Year 12	Successful ongoing implementation
Compliance, Registration, Teacher Accreditation	
Develop and implement COVID-19 Intensive Support Program (2021)	Achieved
Implement updated whole-school College Policies and Procedures, including Behaviour Management, Assessment, Language, and Academic Honesty.	Continued successful implementation
Staff	
Develop a plan for professional learning objectives at the College to reflect the changing strategic direction of learning and teaching	Ongoing achievement
Review and improve new employee induction process	Ongoing
Support the first group of ISTAA Experienced Teacher Accreditation candidates at the College	Achieved, and refining processes for future applicants



Primary School Priorities

Teaching and Learning	Progress and Achievements
Implementation of the IB Evaluation visit recommendations	Ongoing achievement
Recruitment of Speech and Language Therapist to support students' language needs	Achieved
Strategic focus on enhancing PYP students' numeracy skills through: <ul style="list-style-type: none"> - The provision of Numeracy PD support for identified whole-school numeracy improvement - Ongoing diagnostic testing of students' numeracy skills, as formative assessment to inform teaching and learning - Provision of numeracy-targeted in-class learning support informed by assessment data - Programming for the new NESAs Mathematics Syllabus 	Ongoing implementation- College approved to undertake participation in annual AISNSW Numeracy Project (2022) Administration of AINSW Numeracy screeners (K-6), data analysis to inform teaching and learning
Formulate Action Plan for familiarisation and implementation of new NESAs K-2 English and Mathematics Syllabuses	Action plan developed for 2022 implementation
Review of Arabic language program, and approaches for improving student transitions (K-12) through in-house textbooks, and learning support program	Improvements made and ongoing
Integrate constructivist inquiry-based approach in teaching and learning, specifically through inquiry-based learning and critical-thinking skills focus	Improvements made and ongoing
Review of assessment practices, to incorporate a diverse range of assessment practices of, for, and as learning across all subject areas.	Improvements made and ongoing
Review of the PYP Library learning program including scope and sequence documents, Arabic learning resources, and learning support provision	Ongoing
Promoting a culture of reading through encouraging participation in the Premier's Reading Challenge, National Simultaneous Storytime, student reading logs, provision of online reading subscriptions including WUSHKA, and promoting visits to local Bayside Libraries and accessing available resources.	Partial achievement
Developed staff capacity and competency with online teaching and learning tools.	Achieved - Staff increased their capacity in online teaching tools: Canvas, Seesaw, Microsoft Teams, and relevant online learning applications
Enrichment opportunities for high potential and gifted learners	Ongoing
Wellbeing	Progress and Achievements
Adoption and implementation of suitable PYP wellbeing program	Ongoing
Implementation of small group interventions by School Counsellor to address specific wellbeing issues (e.g. managing anxiety, social skills building, and anti-bullying)	Effective implementation
Prioritise the following wellbeing focus areas: <ul style="list-style-type: none"> - Resilience building 	Improvements made and ongoing

<ul style="list-style-type: none"> - Anti-bullying - Ethical and responsible ICT use 	
Continued focus on student-led action, including supporting local charities and raising awareness about social and environmental issues.	Effective implementation

Secondary School Priorities

Learning and Teaching	Progress and Achievements
Seek to reduce disruptions to the academic program.	Achieved
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 and Ongoing
Online parent-teacher interview process established	Achieved
Review the better integration of the CAS program into student learning beyond the College Community	Ongoing
Develop and implement improved policies and practices for students with additional learning needs	Achieved (Full Policy Review Completed)
Develop and implement improved policies and practices for students with high potential	Ongoing
Timetabled lesson (Personal Project for Year 10)	Achieved
Introduce Work Experience Program for Year 10	Ongoing
Establish online parent-teacher interview process	Achieved
Review device use (BYOD) and strategies for Years 7-12	Ongoing
Review of DP2 Reporting Timeline to reflect mock Internal Assessments	Achieved
Review the better integration of the CAS program into student learning beyond the College Community	Ongoing
Review of library curriculum	Ongoing
Complete MYP Curriculum Review and Submission of BQC documents to the International Baccalaureate.	Achieved
Commencement of MYP Evaluation Self Study Process for all school stakeholders	Achieved
Completion of the MYP Action Plan	Achieved
Conduct review of all secondary Policies and Guidelines	Achieved
Formalization of Faculty Leaders for subject groups	Achieved
Review of MYP assessment documents to ensure alignment with IB marking policies in exams and assessment.	Achieved
Wellbeing	Progress and Achievements
Review and expand the counselling and wellbeing programme in the Secondary	Achieved
Undertake 3 Bridges Wellbeing Program in collaboration with secondary students.	Achieved and Ongoing
Establish Grade Mentor model as student support contact and ensure Grade Mentors conduct appropriate professional training.	Achieved
Prioritise the wellbeing themes of: <ul style="list-style-type: none"> - Resilience - Self-worth - Bullying 	Achieved

<ul style="list-style-type: none"> • Drug education • Mental health • Study skills • Appropriate use of technology 	
Introduce information sessions for students and staff on wellbeing issues	Achieved
Review <i>Service As Action (SAA)</i> activities with an emphasis on hands-on activities, charities and fundraisers	Achieved and Ongoing
Administer wellbeing survey for students	Achieved
Review of merit and demerit system to encourage positive behaviour	Achieved (Learner Profile Attributes added on Sentral)



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 2021, 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.

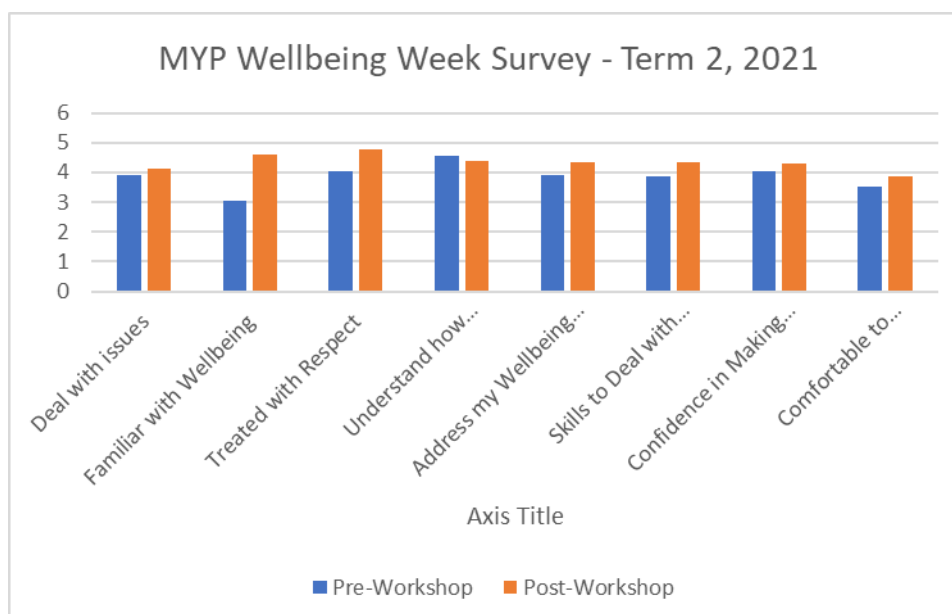
As an IB World School, our mission is to instil a strong sense of respect and responsibility in our students. Through the principles of the IB and our school ethos, there is much scope at Al Zahra College to both develop individual talents and to learn through one's experiences. Both the Primary and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

Secondary School Initiatives

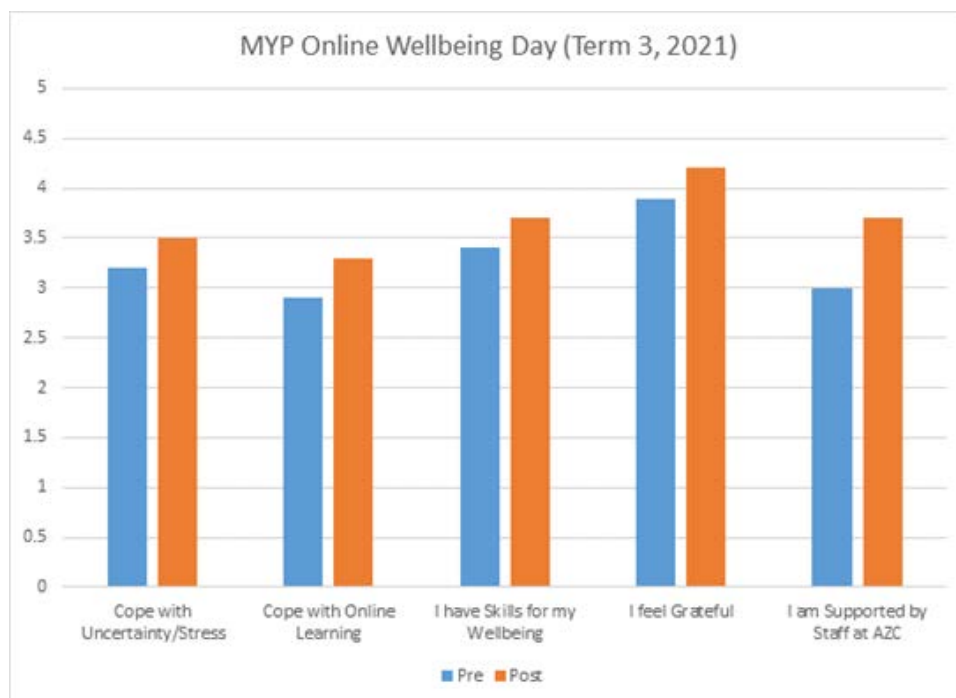
In the High school, 2021 was another year of mixed learning where students were required to transition quickly between face-to-face classes and online learning modes. At Al Zahra College we recognised the additional stress this placed on our students, and we responded by providing targeted support and a robust programme of Wellbeing initiatives.

The Coordinators, Grade Mentors, Learning Support teachers and Secondary School Psychologist conducted ongoing welfare and attendance checks during lockdown. Every Friday, Coordinators contacted parents of students who were experiencing online learning concerns. Grade Mentors conducted weekly organisational checks in the form of individual conferencing, and extra support was provided by the Al Zahra IT Department and School Counsellor. Students were provided with a shorter timetable during lockdown and sport continued as a scheduled subject to encourage student wellbeing and health. Learning support continued in the online mode and pleasingly, students seemed to thrive under the careful eye of the Al Zahra educational team.

At the end of Term Two, students participated in a MYP / DP1 Wellbeing Week in partnership with 3Bridges. Students enjoyed team-building activities, discussions, pizza, and several workshops focusing on drumbeats and feelings, emotional regulation, healthy relationships and communication, and identity. Year 11 also collaborated with Lebanese Muslim Association in five 'Selfie' workshop sessions covering topics such as, identity, emotional regulation, and healthy coping strategies. Post session feedback for these wellbeing initiatives indicated that there was significant improvement in student moral, feelings of wellbeing and an awareness of their own coping skills.



We built on the success of this week in Term Three by conducting an online Wellbeing Day with group activities, reflection and discussions, quizzes, trivia, and Kahoots (Guess the Teacher - Baby Photos). Once again, feedback demonstrated substantial improvement in general student wellbeing.



Harmony Day occurred in Term one of 2021 providing students with an important opportunity to broaden their horizons and to learn about different cultures. Harmony day activities at Al Zahra College are designed to celebrate diversity, foster respect, inclusiveness, and the idea that people of all different cultures can make a valuable contribution to society. Harmony Day encouraged students to reflect on the importance of International Mindedness and their place in the global community. The newly invigorated Service as Action programme also played an important role in promoting respect and wellbeing. Service activities such as 'Eat Up Australia' saw students from the MYP working together with DP CAS students. Through acts of ethical service, students developed the learner profile attributes of principled and caring, while experiencing the importance of giving back to the community.

Weekly welfare assemblies in the high school have provided additional opportunities for learning about study skills, mindfulness, and Global issues, such as equality, human rights, environmental issues. Awards assemblies at the end of each Term have also played an important role in nurturing student wellbeing through the acknowledgment of individual academic and behavioural achievements.



Primary School Initiatives

Primary students at Al Zahra College 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, a range of school-wide events were organised for the PYP students to develop respect and responsibility, which included assemblies and library awareness raising initiatives for ANZAC Day, Book Week, International Mother Language Day, Harmony Day, NAIDOC, and National Reconciliation Weeks. Incursions were organised to promote students' understanding and respect for Aboriginal and Torres Strait Islander history and culture, including an Aboriginal cultural Incursion, by cultural facilitators from Koomurri, where students learned about various facets of Aboriginal culture, including rituals, artefacts, and artwork.

Our students also attended the Musica Viva concert performance, "Wyniss", which consisted of performers from the Torres Strait Islands, who delighted our students with songs, games, dances, and instruments from their indigenous culture. Our students also participated in the whole-school Harmony Day celebrations, which focused on building knowledge and appreciation for Australia's cultural, religious, and linguistic diversity.

The PYP also focused on building student leadership capacity of students, by providing various leadership opportunities, mainly through involvement in the PYP Parliament, which is the College's SRC equivalent programme. Parliament is modelled on the Australian Parliamentary system, and PYP students elect a Prime Minister, Opposition Leader, and members of Parliament (classroom representatives). The PYP Parliament provides students in leadership positions to be actively involved students in the life of the school, and for service to the community. These students led fundraising projects within the school and promoted initiatives to address concerns pertinent to students in the College. House leaders were also nominated for the three Houses; Faith, Knowledge, Wisdom, and these leaders fulfilled a range of responsibilities, including supporting teachers with the implementation of the PYP reward system, assisting in organising and running school events, and a range of fundraising initiatives.

PYP students are always encouraged, as IB students to act in support of identified environmental and social issues, including fundraising for charities and community awareness raising initiatives. Student-centred action involved in organising a broad range of successful charity fundraising activities, including Food Drives, Walkathon, Skipathon, and various art and writing competitions. Fundraising efforts raised funds for both national and international causes.

The Primary Years Programme maintained concerted focus on student and staff wellbeing in 2021, which was made even more pertinent during the COVID-19 lockdowns and its resulting physical isolation. During the online learning phase, the PYP Counsellor continued conducting regular sessions with students online, and routinely conducted wellbeing focus sessions for the different PYP classes. These wellbeing sessions had a dual purpose. Firstly, the sessions were held instead of an hour of the live lessons, so teachers utilised this non-face-to-face teaching time to partake in a list of suggested “self-care” activities. During this time, the Counsellor checked in with the students as a class and focused on activities, which promoted student interactions and relationship building. The second purpose was to prioritise teacher wellbeing, by giving teachers time to take part in self-care activities during this unprecedented period.



THEME 12. PARENT, STUDENT AND TEACHER SATISFACTION

Parents

Parent satisfaction is an area of priority at Al Zahra College, as we continue to implement both formal and informal platforms for parents to engage with the College and provide feedback in relation to their child's schooling. Al Zahra College has maintained an open-door policy with parent feedback and involvement encouraged. In 2021, parent-school involvement was again disrupted by the restrictions imposed by the COVID-19 lockdowns. The College however, remained committed to ensuring that parents had every opportunity to be involved in their child's schooling, and to be able to communicate with us their concerns and feedback, through additional online communication platforms and through scheduled Zoom meetings, and Facebook Live feeds for in-school events wherever possible. Parent feedback via these portals has been overwhelmingly positive, and parents have relayed their satisfaction with the College's off-campus learning approach and its measures to promote student safety and wellbeing.

Staff

Al Zahra College supported its community as we navigated a year that was affected by COVID-19. The College was able to ensure that priorities were in line with the evolving needs of the school community, particularly in addressing student engagement in their online learning, and staff related workplace health and safety measures. We provided regular updates to our staff and parents about the evolving situation and worked to ensure that their physical and mental health was paramount. Feedback from staff and discussions with executives at the College indicated a high level of satisfaction with the College. The high levels of satisfaction for 2021 are testament to the College's efficient, and appropriate response to the disruption experienced during the challenging year.

In 2021, teachers had one-to-one meetings with the executive teams, and whole-school and Programme-specific meetings provided regular platforms for open communication between staff to share information, concerns, and to collaborate professionally. Despite COVID-19 restrictions, Al Zahra College teachers continued to access professional learning via online communication platforms. Teachers continued to have autonomy and the executive support to participate in PD that was aligned with their Performance and Development goals. Supporting teachers in this process has contributed to enhancing teacher autonomy and morale.

Students

Students have had opportunities for providing the College with feedback about their schooling through various means. Both the Primary and 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 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 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 and encouraged and motivated to perform to the

best of their abilities. The College executive team has also consistently maintained an open-door policy, and all student concerns that are communicated are taken seriously and addressed accordingly.



THEME 13. SUMMARY FINANCIAL INFORMATION

Income - 2021

- 57% Commonwealth Recurrent Grants
- 17% State Recurrent Grants
- 25% Fees, Charges and Parent Contribution
- 1% Other Private Income

Expenditure - 2021

- 88% Salaries, Allowances, Related Expenditure
- 10% Non-Salary Expenses
- 2% Capital Expenditure

