



AL ZAHRA COLLEGE ANNUAL REPORT 20222

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THEME 1. MESSAGE FROM KEY SCHOOL BODIES

Message from the Board Chairman

I am honoured to present the 2022 Annual Report for Al Zahra College, and to highlight that the year has been one of significant achievement for the College, in the academic success of our students, and in the areas of pastoral care, service, and co-curricular programmes.

In the course of 2022, the Board stayed true to its role in supporting the College executives and in realising our long-term vision for the College. To nurture this vision to reality, we have continued to work to build and enact a culture of leadership and learning, as well as foster a staff culture that is professional, compassionate, creative, dedicated and in alignment with high ethical standards. We are pleased to report our ongoing commitment to recruiting highly qualified and experienced educators to the College in the current climate of teacher shortage. We appreciate that attracting and retaining the best quality educators is key to achieving student excellence, and to maintaining the College's excellent reputation in the community.

The College has continued to implement its long-term strategy for growth, and to meet the demand for quality schooling in the community. The Board is working on the long-term plans for the expansion of the College. Our plans for the construction project are in the early stages. Part of the early stages of this strategy has been the purchase of adjoining properties in the last two years, and I am pleased to report that we finalised the purchase of the final property adjoining the College in 2022. The College was also successful in gaining a BGA Grant in 2021, which was utilised in 2022 to build two additional classrooms on the second floor of the existing building and to extend our existing elevator to the second floor. The College also funded the renovations of one of the properties to create an additional classroom, and office spaces for staff. Our sincere thanks to all the College staff for their involvement and support in the projects and to the builders for the high quality of their workmanship.

A key responsibility of the Board is also to oversee the responsible financial management of the College. In 2022, the College will record a financial surplus. The Board and the College leadership remain conscious of the stresses upon many families in our current financial climate marked by high inflation. Surpluses are of course essential, not only to fund the ongoing operation of the College, but to also cover the cost of additional College projects and infrastructure that are in our long-term strategic plans. It is important to note that while operational costs have increased, and many other schools have opted to increase tuition fees, the Board has remained committed to ensuring that the College tuition fees remain unchanged. This decision was made to reduce the burden of the increased cost of living experienced by the families that we serve.

The Board has been responsible for overseeing the effective management of the College, and I am proud to report that the leadership team, led by the headmaster has continued to manage the school in a manner that is conducive to the school's growth. In the course of 2022, we said goodbye to our previous Al Zahra Kingdom Director Mrs. Faatema Mokachar and welcomed on board Mrs. Zahra Anani as the Kingdom's new director. I wish Mrs. Mokachar the best in her future endeavours and thank her for her years of dedicated service to the College.

Our student population continues to grow as the demand for a quality, IB and Islamic-based education grows in the community. The College has continued to absorb additional enrolments across the Primary and Secondary schools. Our academic programmes continue to be of outstanding quality as evidenced by our MYP Evaluation visit, which was highly successful. For the nine evaluated Programme Standards, we received either the highest level or the second highest level of rating. Our Service as Action Programme received

eleven commendations. We look forward to our continued success in our upcoming DP Evaluation visit in 2023 and our NESAs Registration in 2024.

I also wish to offer congratulations and best wishes to the graduating class of 2022. I am proud of their exceptional performance in the Diploma Programme, and I wish them all the best in their future endeavours. I assure them that as our alumni, they will always remain a valued and welcome part of the College community.

Finally, we will continue to honour the responsibility of governing the College and will always work hard to ensure that our decisions are in the best interests of the students and the school community. Our overarching goal will always be to guide and steer the growth and continued success of the College as an educational institution that nurtures students whose lives and hearts are guided by God. May God continue to guide and bless us as we strive towards our mission of providing an excellent education grounded in strong God-centric ethical principles. God willing, we look forward to continued success and growth in 2023.

Mr M. Makki

Al Zahra College Board Chairman



Message from the Headmaster

I am honoured to present the 2022 Al Zahra College Annual Report. At Al Zahra College, we aim to nurture students who understand the value of faith, knowledge, and wisdom in their lives. The College gives students the chance to seize new opportunities that are offered and to develop friendships that they will cherish for life. We hit some key milestones and continued to grow and succeed as a school. While we celebrate our successes, we also work tirelessly to improve the College, and maintain our caring, friendly, and happy environment for our students and staff. We aspire to be the College of choice for a well-rounded high-quality education in a caring, Islamic, learning community.



This Annual Report provides our community with information about the performance of our school in key areas over the duration of the 2022 academic year. It is a summary of the many exceptional learning experiences, activities, and achievements of Al Zahra College. Below, I share some of the key highlights for this year, which were significant across the Primary Years, Middle Years, and Diploma Programmes.

The Primary Years Programme

In 2022, the Primary School continued to achieve outstanding growth. Our Year 3 and 5 students prepared for the College's move to NAPLAN Online, and this transition to the online format was seamless. We maintained our consistent focus on enhancing our students' academic achievement and invested significant resources into professional development for our teachers. Our academic priority area for 2022 was numeracy, and the Programme was involved in the AISNSW Primary Numeracy Project. The Project involved staff participation in intensive face-to-face and online professional learning, feedback on their observed lessons, and participation in demonstration lessons to enhance pedagogy. This valuable project inspired and upskilled our staff, and we look forward to maintaining the momentum with high quality numeracy teaching and learning, and the continued improvement in our Primary students' numeracy skills. The PYP also focused on the familiarisation and implementation of the new K-2 Mathematics and English Syllabi. We are excited about the positive evidence-based innovations that the new syllabi present and look forward to their positive impact on teaching and learning. To enhance our young learners' literacy development, the PYP is also introducing InitialLit in the early years (K-2). Our teachers conducted the InitialLit training in preparation for its introduction in 2023. We also identified ICT as a priority area for teaching and learning, and students developed their ICT skills with ScopeIT, an external education provider. The learning programs covered content about building apps, websites, the safe use of the internet, creative design with technology, 3D printing, robotics and electronics.

As an IB school, we also maintained our consistent focus on fostering international mindedness in our students. We have celebrated the diversity within our community and embraced the idea of being responsible global citizens. Through a wide range of learning activities, our students have developed an understanding and appreciation for different cultures, perspectives, and languages, and creating an inclusive and harmonious learning environment. Harmony Day celebrations, National Reconciliation Week incursion, and inter-schools debating tournament were a part of our 2022 calendar, as well as a range of inter-schools sporting competitions including Harmony Cup. Our Learning Support Program continued to thrive and provided quality individualised literacy and numeracy support to identified students through close liaison with staff members, parents, and external providers. Our Speech and Language Therapist and School Counsellor also worked closely with other staff members, and parents to provide appropriate services to

identified students in the areas of speech, social and emotional skills development, and other identified areas.

As we reflect on the achievements of the past year, we are already looking ahead to the future. We are committed to continuous improvement and innovation in our curriculum. We look forward to the implementation of the enhanced PYP framework, which places even greater emphasis on learner agency, global-mindedness, and authentic assessment practices. We will continue to collaborate, reflect on, and refine our practices to ensure that our students receive the best possible education. Our goal is to prepare them for the ever-changing world by nurturing their skills, knowledge, and dispositions. All in all, 2022 marked another exceptional, and positive year for the PYP.

The Middle Years Programme

The Middle Years Programme also experienced unprecedented success in 2022. We passed our verification with flying colours, earning the best feedback the school has ever received, with the fewest areas to address in our school's history. These results speak to the culture of excellence that has been growing at the school and especially in the Middle Years since its inception.

Furthermore, in December 2022 we received our results for the Personal Project. The Personal Project is the culmination of the students' efforts throughout their Middle Years journey. The results of the class of 2022 were the highest ever in our school's history, with first ever Grade 7 being awarded, which equates to a perfect score. Furthermore, an additional 11 students out of 35 received Grades 6 and 5, which are highly commendable efforts. One third of the cohort received grades that were classed as outstanding and almost the entire cohort passed their Middle Years Programme, earning exceptional results. It is evident that the students have done their themselves, their families, their teachers, and the school proud. We are elated to see the hard work of all the parties involved come to fruition in such a pleasing way.

In the new year, the High School has been flourishing with many successful events being hosted, such as Enterprise Day, Harmony Day, Jersey Day and more. These events raised thousands of dollars combined and funds were donated to various charities that seek to help marginalised groups of people all around the world. Al Zahra College students also participated in community events, such as the outreach group 3Bridges' Annual Iftar Dinner. This has become a hallmark of our school's Ramadan and Eid celebrations, as our students can assert their presence outside the walls of the College and build networks with various community members.

Overall, over the last year, the students of Middle Years Programme at Al Zahra College have soared to new heights, faced many new challenges, and succeeded, and have proven themselves to be capable, creative and hard-working lifelong learners.

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 86.35 – a tremendous score for a proudly non-selective and inclusive school; as well as the outstanding achievement of the College's 2022 highest IB score of 40.75/45 which is equivalent to an ATAR of 98.05.

Our students also scored an average grade of 4.63 out of 7 per subject, illustrating the commitment of our students and teachers. Equally as significant, we saw all full Diploma students achieve entry for their first or second 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. Our Senior school continually strives to achieve the best outcomes for all our students.

We have seen our students display immense talent, grit, and determination across a range of sporting disciplines with unprecedented levels of participation. Senior students participated in annual sporting competitions and brought home trophies and awards. Their performance 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 Harmony 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, where senior students led workshops for boys and girls about dealing with societal pressures, balancing school and home life and teaching new skills like coding. Our CAS program allows students to delve into areas of social justice providing students with experiences that allow them to develop emotionally and ethically. Our Diploma Programme continues to flourish and achieve success.

Overall, we have achieved extraordinary progress this year in our three Programmes. Our success is testament to the hard work, dedication, and consistency of the staff at Al Zahra College. As always, we must extend our gratitude to the staff, students, parents, and the broader community for their constant and unwavering support. The College board has been a critical element to College's continued success. Its members share a passion and loyalty for the development of the College and devote significant time to its service. I would like to thank the Chairman of the Board, whose commitment, drive, and level-headed guidance has enabled the College to prosper, and whose general support and encouragement have been of immense benefit to the College. I look forward to many more years of success for the College.

Dr. Wissam Mustapha

Al Zahra College Headmaster

THEME 2. CONTEXTUAL INFORMATION ABOUT AL ZAHRA COLLEGE

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.

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 authorised full 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.

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 2022, the College had a total of 549 students. The number of students enrolled in the Primary Years Programme was 323, while the Middle Years and Diploma Programmes had a total of 226 students. The school's population consists of students from a diverse range of cultural and linguistic backgrounds, with almost all our student population across K-12 coming from English as an additional language background.

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 2022, 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. In 2022, our school successfully transitioned to the NAPLAN Online exam for the first time. 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 2022. The data below compares the performance of Al Zahra College students with Student of Similar Backgrounds (SIM) and for All Australian schools.

Below is a breakdown of our students' performance in the exams in comparison to student with similar background and with all other Australian schools. Congratulations to our students for their outstanding performance in NAPLAN 2022. 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	431	435	438
Writing	443	427	422
Spelling	452	427	418
Grammar	451	434	433
Numeracy	381	396	400
NAPLAN – YEAR 5			
Reading	4999	512	510
Writing	494	494	484
Spelling	523	516	505
Grammar	522	507	499
Numeracy	486	492	488
NAPLAN – YEAR 7			
Reading	529	548	542
Writing	540	543	530
Spelling	553	558	547
Grammar	538	544	533
Numeracy	548	558	546
NAPLAN – YEAR 9			
Reading	581	589	578
Writing	586	579	560
Spelling	553	558	547
Grammar	538	544	533
Numeracy	648	558	546

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 2022, 38 students took the decision to pursue the International Baccalaureate (IB) Diploma and were therefore eligible to receive their RoSA.

In 2022, our students surpassed state averages for A grades awarded in Visual Arts and B grades awarded in English, Science, History, Geography and PDHPE.

Analysis of 2022 RoSA Grades resulted in a 15% increase in the number of B grades in English and a 6% decrease in the number of E grades. In Mathematics, there was a 1% increase in the number of B grades, and a 18% decrease in the number of D grades. In Science, our students achieved a 3% increase in the number of A 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 4. 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: The Extended Essay; Creativity, Activity and Service; and Theory of Knowledge. These elements broaden students' educational experience and challenge them to apply their knowledge and skills.

The 2022 student cohort's average IB score was 31 out of 45, which is equivalent to an ATAR selection rank of 86.35 and is above the IB global average. Many students scored in the top 1% in subjects including Theory of Knowledge, Languages (Arabic and French) and Business Management. Across the various subject groups, students averaged a grade of 4.63 out of 7 which is above the IB global average.

The table below illustrates the exceptional results and school statistics for the 2022 November IBDP Session.

School Statistics	
Number of candidates registered in the session	19
Number of subject entries in the session	132
Average points obtained by candidates who passed the diploma	31
Highest diploma points awarded to a candidate	40
Average grade obtained at the school by candidates who passed the diploma	4.63

THEME 5. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

Staff Professional Learning

Staff professional development remains a strategic priority for the College, as it is key to enhancing the quality of teaching and learning. All our staff participated in professional learning programs in 2022, which focused on Child Protection legislation, policy and procedures, evidence-based pedagogy, IB and NESA curriculum content, and College-based policies and procedures. Future professional development opportunities at the College will continue to focus on the following strategic areas: evidence-based numeracy and literacy pedagogy; the familiarisation and implementation of new NESA Syllabi, the continued development in teachers' knowledge of the delivery of IB curriculum; enhancement of student wellbeing; and maintaining a safe and supportive learning environment; effective behaviour management; and Child Protection legislation, policy and procedures.

The professional learning program implemented at Al Zahra College in 2022 included the following:

- Professional development courses provided by external agencies; and
- 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 2022.

PROFESSIONAL LEARNING		
Course	No. of Staff Attended	Provider
Child Safe Program - NSW, 2022 2 nd Edition	95	CompliLearn (PolicyConnect Online)
Working Memory and its impact on learning	3	Teacher Training Australia
MiniLit Sage	1	Multilit Pty Ltd
HLTAID012 Provide first aid in an education and care setting	80	CPR First Aid
Interactive Online WS	2	International Baccalaureate
DP Visual Arts Category 2	1	International Baccalaureate
Masterclass 4	1	International Baccalaureate
DP Extended essay in focus	1	International Baccalaureate
DP Mathematics: A focus on IA Cat 3	1	International Baccalaureate
DP Theory of Knowledge Cat 2	1	International Baccalaureate
DBT Standard Workshop	1	Dr Christopher Lee
Becoming Accredited at Experienced Teacher 2023	2	AIS NSW
Courageously Navigating Hard Conversations	2	AIS NSW
COVID ILS Program: Network Meeting- Using Assessment Data in Small Group Interventions	1	AIS NSW
COVID Intensive Learning Support Program: Effective Teaching During Small Group Intervention	3	AIS NSW
COVID Intensive Learning Support Program: Network Meeting - Effective teaching during small group intervention	1	AIS NSW
Experienced Teacher 2023 Support Session and Network Meeting	1	AIS NSW
Human Resource Professionals' Breakfast Briefing Webinar	2	AIS NSW
Independent Schools' Business Managers Forum 2022	1	AIS NSW

Introduction to Experienced Teacher 2023 Webinar -Applicant	2	AIS NSW
Introduction to Experienced Teacher 2023 Webinar - Supervisor	3	AIS NSW
Leading the Implementation of the New English K-2 Syllabus	3	AIS NSW
Managing School Construction Projects	1	AIS NSW
Multi-Enterprise Agreement Interpretation Workshop – Support and Operational Staff NSW	1	AIS NSW
Multi-Enterprise Agreement Interpretation Workshop - Teachers	1	AIS NSW
Numeracy module 1: Engagement strategies	22	AIS NSW
Numeracy Module 2: Number sense	24	AIS NSW
Numeracy Module 3: Place value	25	AIS NSW
Numeracy Module 4: Multiplication and division	23	AIS NSW
Numeracy Module 5: Teaching measurement	26	AIS NSW
Numeracy Module 6: Introduction to Working Mathematically	26	AIS NSW
Numeracy Module 7: Reasoning and communicating	26	AIS NSW
Numeracy Module 8: Assessment	24	AIS NSW
Planning and Programming for the New English K-2 Syllabus Self-paced Learning Experience	13	AIS NSW
Planning and Programming for the New Mathematics K-2 Syllabus	2	AIS NSW
School Governance Module 1: An Introduction to Independent Schools	6	AIS NSW
School Governance Module 2: Critical Priorities of the Board	6	AIS NSW
School Governance Module 3: An Introduction to Legal Compliance	6	AIS NSW
School Governance Module 4: An Introduction to Financial Compliance	6	AIS NSW
School Governance Module 12: Financial Governance Part 2	6	AIS NSW
The AISNSW Annual Briefing 2022	6	AIS NSW
Work Health and Safety in Schools	1	AIS NSW
DP Environmental systems and societies: A focus on internal assessment Cat 3	1	International Baccalaureate
Head of School - IB Workshop	3	Maltepe University
Word Aware Workshop Online	3	Speld NSW INC
WISE Summit 2022	1	WISE
Oliver Group Training	1	Softlink Australia Pty Ltd
Seven Steps Writing	1	7 Steps to Writing Success
Understanding PAT, Progressive Achievement Workshop	1	Australian Council for Educational Research (ACER)
TOK (NEW Curriculum) - Category: 1	1	International Baccalaureate
TOK Cat 2	1	International Baccalaureate
HLTAID011 Provide CPR	68	CPR First Aid
InitialLit Professional Development Workshop	20	MultiLit Macquarie University

THEME 6. WORKFORCE COMPOSITION

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

AL ZAHRA COLLEGE STAFF 2022		
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	3
Proficient Teacher	44
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	52

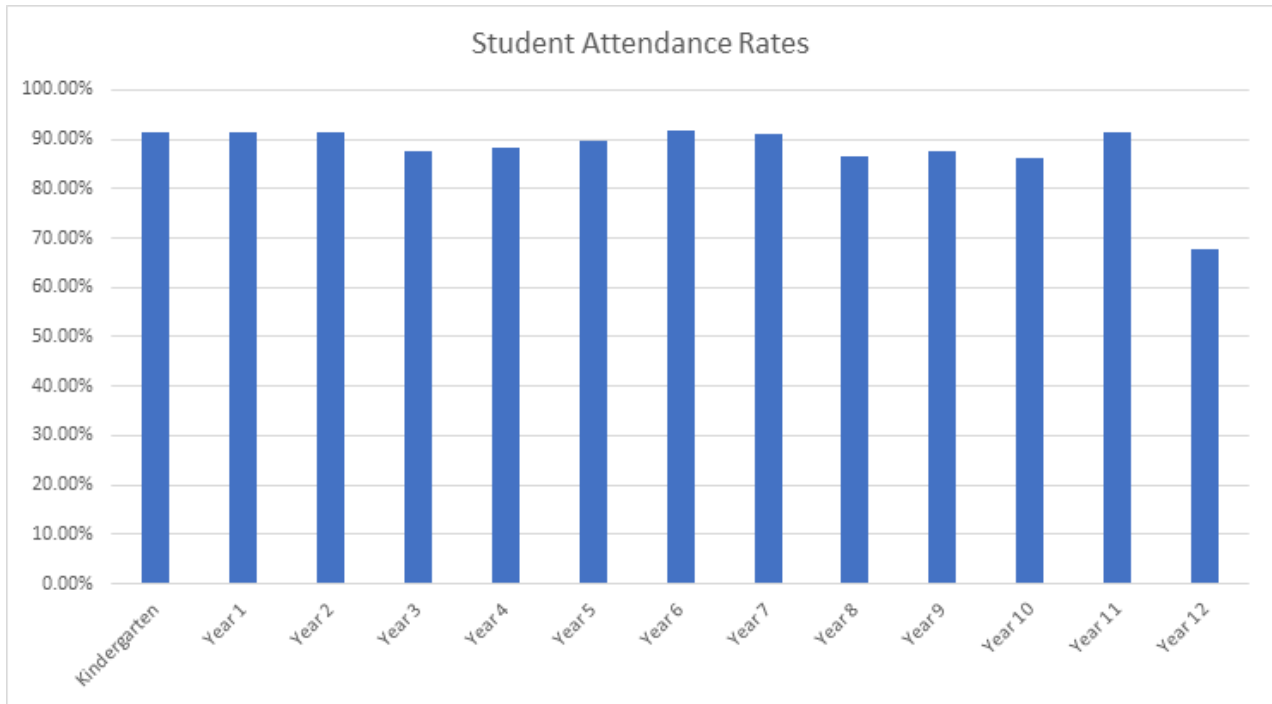
Teacher Qualifications

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 2022.



Retention of Year 10 to Year 12

Year Group	Year Enrolled	Total Students Enrolled	Retention Rate
Year 10		36	72%
Year 12		26	

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). All of the 21 students who completed the IBDP at Al Zahra College in 2022 received an offer from university and are subsequently enrolled in a diverse range of courses in major universities in Sydney.

University Course Enrolments

2022 Year 12 graduates were enrolled in the following university courses:

Course Title	Institution
B Design	UNSW
B Info Tech/B Bus Admin	Aust Catholic Uni
B App Sc (Diag Radiography)	Uni of Sydney
B/GD Medical Sonography	CQUniversity
B Speech Pathology	Aust Catholic Uni
B Construction Mngt & Property	UNSW
B Architectural Design	WSU
B Psychology (Hons)	Uni of Sydney
B Nutr/M Diet & Food Innov	UNSW
B Sc (Health)	Uni of Sydney
B Visual Arts and Design	Aust Catholic Uni
B Creative Industries (DFEE)	SAE
B Eng (H)(Civil)/B Surveying	UNSW
B Education (Primary Ed)	Uni of Sydney
B Cybersecurity	Uni of Tech Sydney
B Psychology	Macquarie University
B Nursing	Uni of Notre Dame
B Science/D Medicine	Uni of Sydney
B App Sc (Occupational Therapy)	Uni of Sydney
B Film (Production)(DFEE)	SAE
B Podiatric Med	WSU
B Des Arch M Arch	Uni of Tech Sydney
B Chiropractic Science	Macquarie University
B Adv Sc (Pre-Medicine)	Uni of Tech Sydney
B Design	UNSW
B Info Tech/B Bus Admin	Aust Catholic Uni

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 phoning the College and should be made before the start of the school day.
- Class teachers take the class roll electronically, promptly at the start of the school day (8:40 am).
- All absences are recorded electronically on Sentral. The College Receptionist receives notifications via Sentral of any absences. They are then reported to the College.

Following up Unexplained Student Absences

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

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

Unsatisfactory Attendance Intervention Strategies

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

- The College encourages parents/guardians to understand their obligations to ensure their child attends college, and to not condone absences for unauthorised reasons such as birthdays, shopping, and other leisure activities.
- Students with persistently low attendance are monitored, and personalised strategies are considered to increase their attendance and/or engage them in continuing education programs. For students requiring more intensive support, one-on-one meetings and alternative arrangements may be organised in consultation with parents/guardians.

- Where frequent absences are explained as being due to illness, the College requests medical certificates for the absences and will consult with parents/guardians regarding the health care needs of the student.
- All required reports are made to the Community Services Child Protection Helpline, and/or contact is made with the Child Wellbeing Unit if there are safety, welfare, or wellbeing concerns in relation to student attendance.
- The register is retained for a period of seven years after the last entry is made, and copies of information in the register are stored off-site at regular intervals.

THEME 8. ENROLMENT 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 (before 30 th April)
Year 1	6 years
Year 2	7 years
Year 3	8 years
Year 4	9 years
Year 5	10 years
Year 6	11 years
Year 7	12 years
Year 8	13 years
Year 9	14 years
Year 10	15 years
Year 11	16 years
Year 12	17 years

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. 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 may 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

In 2022, the Al Zahra College board and College executives continued to review and implement College policies and procedures. Policies and procedures are reviewed in consultation with CompliSpace, AISNSW, College Board, executive and teaching staff, parents, and students. Below is a summary of key updates and changes made to the College Policies in 2022.

College Policies Summary/ Changes in 2022	Access to full text
<p>Child Protection Program & Policy College Child Protection Policy and Procedures were reviewed and updated in compliance with new Child Safe Standards and child protection legislation. The following policies and procedures were developed in consultation with the relevant school stakeholders:</p> <ul style="list-style-type: none"> • The Child Safe Policy • The Child Protection Policy (Child-friendly version) • The Child Safe Code of Conduct • The Child Safe Code of Conduct (Child-friendly version) • College Procedures for handling allegations of staff misconduct and reportable conduct • School Response to Child safety-related complaint <p>The College’s updated Child Protection program, and accompanying documents were successfully introduced to the school community. AZC Staff conducted mandatory face-to-face child Protection workshops and completed related professional learning.</p>	<p>Full text available via College website, and upon request from the headmaster or College admin office.</p>
<p>Welfare Policy The College seeks to provide a safe and supportive environment that fosters the social, academic, physical, and emotional development of students, where:</p> <ul style="list-style-type: none"> • Students are treated with respect and fairness. • Members of the College community feel valued. • Effective teaching takes place. • Positive support and encouragement are provided. • Non-discriminatory language and behavioural practices are defined, modelled, and reinforced. • Consultation takes place on matters relating to students’ education and welfare. <p>The 2022, the College reviewed its processes for following up on student attendance issues as a key part of student welfare.</p>	<p>Full text of College policies is available upon request from the Headmaster, the College admin office, and/or our parents’ information guides and online parent communication platforms.</p>
<p>Discipline Policies The College aims to foster a culture of positive behaviour management that articulates clear expectations of students and encourages positive decision making and personal responsibility. The Behaviour Management Policy was reviewed, and updates were communicated to parents via the College’s online communication platforms. In particular, the College’s suspension and expulsion procedures have been further reviewed to ensure procedural fairness and transparency.</p> <p>The College expressly prohibits corporal punishment, and clearly and exhaustively lists the endorsed discipline methods to plainly exclude corporal punishment in our policies. The Policy also does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the College.</p>	<p>Full text of College 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>

<p>Anti-Bullying Policy</p> <p>The anti-bullying prevention strategies were reviewed as part of the College’s student welfare program, processes for reporting bullying, responses to bullying, the provision of support services, such as counselling, and staff responsibilities. The Policy has continued to be consistently applied by the College this year, and it has been effective in preventing and managing incidents of bullying if they occur.</p>	<p>Full text of College 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>
<p>Complaints and Grievances Resolution Policy</p> <p>The Policies outline the complaints handling and dispute resolution process that can be followed by parents and caregivers. The Policy states how parents can raise concerns, and how these are responded to and managed by the College based on the principles of procedural fairness. The processes for complaints handling and dispute resolution continued to be applied effectively in 2022.</p>	<p>The full text can be accessed by request from the headmaster or an abridged version can be accessed via the College website.</p>

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. Some of our key policies are also accessible via our College website, including our Child Protection Policy. 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 2021 for achievement in 2022.

Whole School Priorities

General	
Review and update the College Child Protection Program	Successful implementation
Integrate ICT learning from Kindergarten to Year 12	Successful ongoing implementation, (k-12)
Upgrade Sentral School Management System	Planned upgrade for February 2023
Compliance, Registration, Teacher Accreditation	
Implement COVID-19 Intensive Support Program (2022)	Successfully implemented
Teacher Accreditation Policy review and update	Successfully reviewed
Review and develop the Provisional Teacher supervision process	Ongoing achievement
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 achievement
Support the second group of ISTAA Experienced Teacher Accreditation candidates at the College	Achieved, and refining processes for future applicants

Primary School Priorities

Teaching and Learning	Progress & Achievements
Continued Implementation of the IB Evaluation visit recommendations	Ongoing achievement
Enhancing Numeracy outcomes through: <ul style="list-style-type: none"> - teacher professional learning (numeracy) - assessment tracking student learning growth to inform teaching and learning - daily numeracy reviews - in-class numeracy support program - programming for the new NESAs Mathematics Syllabus (K-2) - explicit teaching approach 	Successful ongoing achievement
Teacher PL for InitialLit implementation (K- 2) in 2023	Successful implementation
Action plan for familiarisation and implementation of new NESAs K-2 English and Mathematics Syllabi	Action plan developed for 2022 implementation
Review academic report format for English, Mathematics and Arabic	Ongoing implementation
Review of Arabic language program, and approaches for improving student transitions (K-12), and introduce support program for beginners	Improvements made and ongoing
Integrate constructivist inquiry-based approach in teaching and learning	Ongoing implementation
Review assessment practices, to incorporate a range of assessment practices of, for, and as learning across all subject areas.	Improvements made and ongoing
Introduce Sentral Markbook to record and track student assessment data.	Successful ongoing implementation

Review of the PYP Library learning program to support transdisciplinary learning.	Ongoing successful implementation
Promote reading through initiatives such as Premier's Reading Challenge, National Simultaneous Storytime, student reading logs, continued use of Wushka, and visits to local public Libraries	Ongoing successful implementation
Introduction of enrichment opportunities for gifted students	Ongoing implementation
Wellbeing	Progress and Achievements
Develop contextually appropriate PYP wellbeing program	Ongoing implementation
Continue to focus on these priority areas: <ul style="list-style-type: none"> - Resilience building - Anti-bullying - Ethical and responsible ICT use 	Improvements made and ongoing
Continue to encourage student-led action	Ongoing successful implementation
Enhance parent and community involvement in the Primary School	Action plan for 2023

Secondary School Priorities

Learning and Teaching	Progress and Achievements
Finalise documentation for MYP evaluation visit	Outstanding achievement
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 from various sources to inform pedagogy and review of academic progresses	Improvements made and Ongoing
Develop and implement a formal Extension Request policy	Achieved
Review the better integration of the CAS program into student learning beyond the College Community	Achieving
Develop and implement improved policies and practices for students with additional learning needs	Achieved (Full Policy Review Completed)
Develop and implement improved parent communication and engagement platforms, events, and opportunities	Improvement and Ongoing
Review device use (BYOD) and strategies for Years 7-12	Ongoing
Review of DP2 Reporting Timeline to reflect mock Internal Assessments	Ongoing
Update Mobile Phone Use policy and bring into effect	Achieved
Conduct review of all secondary Policies and Guidelines	Achieved
Review of MYP assessment documents to ensure alignment with IB marking policies in exams and assessment.	Achieved

THEME 11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

As an International Baccalaureate Islamic school, Al Zahra College continually seeks to nurture the values of compassion, respect, and generosity in the school community. Through the principles of the IB and our school Islamic ethos, there is much scope at Al Zahra College to both develop individual talents and to learn through one's experiences.

In 2022, our staff and students in the Primary and Secondary Schools participated in a range of initiatives to promote respect for all, to engage with the local community and beyond, and to build active responsibility and leadership skills.

Primary School Initiatives

Our Primary students continued to participate in experiences that promoted respect and a sense of responsibility that are essential to being an Australian and global citizen. The school calendar focused on traditional key dates, which aimed to raise student awareness and appreciation for Australia's cultural and linguistic diversity, and for Australia's Indigenous heritage through assemblies, incursions, excursions, in-class learning activities, collapsed school days, and library awareness raising initiatives. These key dates included ANZAC Day, International Mother Language Day, Harmony Day, NAIDOC Week, National Reconciliation Weeks, National Grandparents Day, Father's Day, Mother's Day, and important Muslim celebrations. Our students participated in the whole-school Harmony Day celebrations, which focused on building knowledge and appreciation for Australia's cultural, religious, and linguistic diversity. Incursions were organised to promote students' understanding and respect for Aboriginal and Torres Strait Islander history and culture, including an Aboriginal cultural Incursion. Our local Police Liaison Officer visited our school again this year to discuss cyber-safety with our Stage 2 and 3 students, and to further emphasise practices that ensure safe and responsible online presence for our students.

Our students attended Musica Viva concert performance, which was based on the theme of sounds in nature. The performance delighted our students, and instilled appreciation for our nation's natural environment. Students also attended other excursions designed to foster a connection with nature, including visits to Symbio Wildlife Park, Taronga Zoo, and Calmsley Hill Animal Farm. Other PYP excursions promoted awareness and respect for Australia's historical, cultural, religious, and political heritage, including visits to historical Vaucluse House, the Rocks, Parliament House Sydney, Botany Bay, St Mary's Cathedral, and the Ranger Jamie Tour about Australia's British colonial history.

The Primary School has continued to maintain a consistent focus on student and staff wellbeing in 2022. Our School Counsellor provides individual counselling, group-focused counselling sessions, and class learning experiences focusing on social skills developing, anti-bullying, and emotional regulation. Our Discipline Policy was reviewed again to incorporate a more comprehensive reward system to encourage respect and responsibility amongst students, including termly rewards for the winning House, shout-out winners, and many others.

The Primary School has continued to build student leadership capacity, through promoting involvement in the PYP Parliament, our school's unique SRC framework that is modelled on the Australian Parliamentary system. Candidates participated in the election process and became actively involved in decision making to serve their school community. 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 causes, 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.



Secondary School Initiatives

Secondary School students celebrated with the Primary students the above-mentioned key dates, particularly Harmony Day and NAIDOC Week. Many new initiatives were also implemented over the last year to promote respect and responsibility. One such example has been the introduction and regular application of polling, voting and student choice into Welfare events and programs. This analysis of student data and feedback has led to some exciting new changes.

Students are now able to attend Exemplary Behaviour excursions twice a year rather than once, which allows for student-led improvement throughout the school year in terms of behaviour. We have also begun offering 'Reading Rewards' for the Drop Everything and Read program, which was a student request that would allow the development of more respect towards the importance of reading in education.

The Secondary students celebrated Harmony Day in Term 2. The day gave students the opportunity to enhance their knowledge and respect for people of other cultures, languages, and religions. Harmony day activities at Al Zahra College focused on acknowledging diversity of our school and the broader community. Students were encouraged to reflect on the importance of respect, inclusiveness, and on our shared understanding that people of all different cultures can make a valuable contribution to society. The day's activities encouraged our students to reflect on the importance of International Mindedness and their place

in the global community as IB students. The Service as Action programme, which is an integral part of the IB Diploma Programme continued to enhance our students' respect for others and their own wellbeing. Service activities such as 'Eat Up Australia' saw students from the Middle Years Programme working together with our Diploma Programme's Creativity Activity Service students. Through acts of ethical service, students developed the IB learner profile attributes of being principled and caring, while experiencing the importance of giving back to the community.

We have incorporated a range of initiatives to ensure that our students are responsible and safe online. We engaged the St George Local Area Command Youth Liaison officer early in 2022 to give talks to students in all stages of the Secondary School on respect, responsibility, cyber-safety, and civic duty. There are plans to engage the Police Force further in developing relationships with the parents of the student body to offer lectures on the same topics. Our wellbeing assemblies also maintained an ongoing focus on cyber-safety.

The Secondary School maintained its partnership with 3Bridges through a range of initiatives organised in 2022, including the Annual Iftar dinner. Weekly welfare assemblies in the high school have continued to focus on developing students' wellbeing and resilience. The assemblies provide learning opportunities related to study skills, mindfulness, responsible social media use, and global issues such as equality, human rights, environmental issues. The end-of-term assemblies have also continued to play an important role in nurturing student wellbeing through the acknowledgment of individual academic and behavioural achievements.



THEME 12. PARENT, STUDENT AND TEACHER SATISFACTION

Parents

Parent satisfaction and feedback is important to continuous growth and improvement of the College. Parents have formal and informal avenues to engage with college staff and provide feedback about their child's schooling. In 2022, parents were able to attend face-to-face parent information sessions, for kindergarten, new Years 1-12 students, Diploma Programme, and others. Parents were invited to and have enjoyed attending our weekly and termly assemblies, the school's religious celebrations, the PYP Exhibition and MYP Personal Project presentations, Year 12 Art Expo, Year 6 and 12 graduation celebrations, and our parent-teacher meetings. The College also hosted a series of parenting workshops on-campus for the parents of children in the preschool and primary school. All these events have been very well-attended and have served as opportunities for parents to be informed and actively involved in their children's schooling. These events have also served as opportunities for parents to informally meet and talk with college executives and teaching staff.

Parents have also consistently contacted teachers and the executive team via email, ClassDojo messages, phone calls, and by scheduling face-to-face meetings throughout the year. Any feedback or complaints were readily addressed by the College executive team in line with our complaints and grievances procedures. Overall, parent feedback has continued to be overwhelmingly positive, and parents have relayed their satisfaction with their children's schooling experiences, student wellbeing and character education.

Staff

Al Zahra College is a safe, positive, supportive, and collegial environment where issues can be raised and addressed in a productive and professional manner. Teachers meet with the executive staff weekly during admin meetings, and staff wellbeing and any other staff concerns are discussed. Feedback from staff and discussions with executives at the College indicated a high level of satisfaction with the College.

In 2022, teachers also 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. Al Zahra College teachers continued to access professional learning throughout the academic year, particularly in the areas of the International Baccalaureate and numeracy education. Teachers continued to have autonomy and the executive support to participate in professional learning 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 to provide 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 is a positive platform through which we have gauged the high level of student satisfaction with the College. Our SRC students were also consulted in the drafting and review of the College's student-friendly child safety policy, our code of conduct explanation for children, and our general student code of conduct. 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. Students have also responded very positively to the more comprehensive reward systems implemented in both the Primary and Secondary schools.



THEME 13. SUMMARY FINANCIAL INFORMATION

Income 2022

- 56% Commonwealth Recurrent Grants
- 16% State Recurrent Grants
- 25% Fees, Charges and Parent Contribution
- 3% Other Private Income

Expenditure - 2022

- 62% Salaries, Allowances, Related Expenditure
- 7% Non-Salary Expenses
- 31% Capital Expenditure

