

Al Zahra College Annual Report 2024

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THEME 1. CONTEXT

Message from the Governing Council

"And say: 'Work! Allah will see your work, and so will His Messenger and the believers.'"(Quran 9:105)

On behalf of the Al Zahra College Governing Council, it is with both pride and humility that I present this Annual Report for 2024. As the governing body of this educational institution, our Council bears responsibility for the strategic direction, policy development, and financial oversight of the College, ensuring all decisions align with our educational mission and Islamic values.

This year has tested our resilience and proven our collective strength. As we reflect on our achievements, we do so with gratitude for the legacy of the late College Chairman, Maher Makki, who passed away in November 2024. His vision and dedication will continue to inspire us, and though his physical presence is dearly missed, the foundations he helped build remain steadfast, guiding our path forward.

The Governing Council brings together committed community members, educators, and professionals united by our dedication to Al Zahra's mission. We approach governance as sacred stewardship - ensuring every decision plants our students firmly in knowledge while nurturing their growth toward excellence. Guided by our shared vision for Islamic education and community flourishing, we have partnered with the College community to:

- Nurture growth thoughtful policies that bring our educational vision to life
- Honour community trust by managing resources with wisdom and transparency
- Build bridges between educational excellence and Islamic values

2024 saw purposeful growth across all levels:

- Infrastructure: Renovations to existing facilities and strategic upgrades to learning spaces
- Technology: Investments in systems supporting innovative pedagogy and administrative efficiency
- Curriculum: Strengthened integration of academic excellence with Islamic values through our IB programmes

The sustained demand for enrolment, particularly in our Preschool and Primary School, affirms community confidence in our mission – even as it challenges us to expand capacity responsibly.

Looking Ahead for 2025, the Governing Council prioritises:

1. Strategic Expansion: Thoughtful growth to serve community needs
2. Educational Excellence: Continuous improvement of teaching and facilities
3. Holistic Development: Wellbeing programs nurturing mind, body and spirit
4. Financial Sustainability: Prudent stewardship ensuring long-term growth

We extend our deepest gratitude to our devoted staff and families. Your trust inspires us to uphold the sacred responsibility of shaping students, who embody our motto of 'faith, wisdom, knowledge'. As the Quran reminds us, our work stands as testimony to our faith. With God's guidance, we move forward with confidence, building on the institution's achievements, and remaining rooted in the values that define Al Zahra College.

M. Jaber

Chairman, Al Zahra College Governing Council

Message from the Headmaster

The 2024 academic year marked a transformative chapter in the ongoing development of Al Zahra College. With a renewed vision and a unified commitment to excellence, the College prioritised both academic achievement and student wellbeing—ensuring that every child was supported holistically in their journey through school. This year was defined by growth in student engagement, expansion of co-curricular opportunities, the deepening of community partnerships, and the continued implementation of structures that reflect our Islamic values and the principles of the IB framework. Across all facets of school life, from learning to leadership, sport to service, and wellbeing to community building, 2024 laid the groundwork for a stronger, more connected school culture.



In 2024, Al Zahra Kingdom Preschool marked a year of strong progress, joyful learning, and community connection. By aligning the Early Years Learning Framework (EYLF) with the IB Primary Years Programme (PYP), we maintained a unique and engaging play-based program that supports children's development across all areas. Our preschoolers built confidence, independence, and a strong foundation for lifelong learning through inquiry, exploration, and meaningful experiences. Our program continues to be enriched by Arabic language learning, Islamic values, and the celebration of Islamic events and the diverse cultures within our preschool community. These elements have ensured that our learning environment remains inclusive, respectful, and responsive to the identity and needs of every child.

Throughout 2024, the Primary Years Programme continued to strengthen its commitment to high-quality, evidence-informed teaching and learning practices within the framework of the International Baccalaureate (IB) Primary Years Programme (PYP) and the NSW curriculum. A major milestone for the year was the implementation and refinement of the years 3-6 English and Mathematics programs aligned with the updated NESA syllabus documents. These programs were strategically designed to align with explicit teaching principles, allowing educators to effectively scaffold learning according to individual student needs.

Teachers observed marked improvements in student engagement and focus during literacy and numeracy blocks, attributing this to the systematic and explicit teaching of foundational skills. Ongoing formative and summative assessment practices enabled more targeted support and intervention, ensuring that all students' learning needs were identified and addressed in a timely manner. Digital tools such as Math Seeds, Mathletics, Reading Eggs, and Wushka remained integral to the delivery of differentiated instruction and consolidation of key skills. These platforms empowered students to take greater ownership of their learning by revising and practising core concepts at their own pace, both in and outside the classroom.

The PYP also undertook a comprehensive review of its Programme of Inquiry, further embedding transdisciplinary learning across subjects and enriching literacy and language outcomes across all year levels. The learning support program was significantly expanded in 2024, with dedicated in-class support provided to all Kindergarten to Year 2 classes, alongside targeted literacy and numeracy support for students in Years 3–6.

Family and community engagement remained a key priority. A series of well-attended parent workshops were held throughout the year, focusing on areas such as positive parenting strategies, cyber-safety, emotional regulation, social skill development, and bullying prevention and response. Regular communication initiatives were launched to support student wellbeing and promote healthy lifestyles, including messages related to nutrition, screen time, and mental health.

In celebrating the vital role of families in student learning and wellbeing, the PYP hosted a range of community events, including the National Families Week picnic, Mother's Day, Father's Day, Grandparent's Day, and the International Children's Day Colour Fun Run. Parent participation was further encouraged through initiatives such as the Gardening Club, classroom volunteering, and College fundraising efforts.

Students participated in a diverse range of co-curricular activities, including educational excursions, camps,

the Harmony Cup, School Choir, Qur'an Club, SRC and Student Parliament, Chess Tournaments, and external competitions such as the Interschools Public Speaking Contest and Scope IT digital technology workshops. In addition to academic and enrichment programs, students took part in a number of significant cultural and commemorative events, including Harmony Day, Palestine Day, Book Week, National Simultaneous Storytime, and religious festivals and observances. These opportunities fostered a strong sense of identity, belonging, and global awareness in line with both the NSW curriculum and the PYP ethos.

In 2024, Al Zahra College made a significant investment in the overall welfare of its students and staff with the appointment of a dedicated Wellbeing Coordinator. This strategic role was introduced in response to the growing recognition that emotional, psychological, and social wellbeing are essential foundations for academic success and personal development. Working closely with the newly established team of Grade Mentors for Years 7 to 12, the Wellbeing Coordinator played a central role in creating a supportive, safe, and nurturing environment for all members of the school community.

In partnership with the Grade Mentors, the Wellbeing Coordinator ensured consistent follow-up, open communication, and strong relationships between staff, students, and families. The Grade Mentors served as the first point of contact for students in their year groups, while the Wellbeing Coordinator oversaw the broader framework of support—leading case management for complex needs, coordinating referrals to external services where necessary, and ensuring that staff were equipped with strategies to manage classroom behaviours and support diverse learner needs.

This holistic approach to wellbeing in 2024 not only strengthened the College's commitment to nurturing the whole child, but also helped cultivate a climate of care, connection, and trust—laying a strong foundation for a safe, inclusive, and high-performing school culture that will continue to benefit the Al Zahra College community in the years ahead.

The Middle Years Programme (MYP) at Al Zahra College continued to thrive throughout the 2024 academic year. Our Year 10 students achieved notable success in their Personal Projects, with a growing number producing work that reflected deep inquiry, creativity, and strong critical thinking skills. Nearly the entire cohort successfully completed the Programme, demonstrating growth in academic rigour, personal development, and community engagement. These achievements are a testament to their commitment, the dedication of their teachers, and the unwavering support of their families.

Throughout 2024, MYP students engaged in a variety of charitable and community-based initiatives. Events such as Harmony Day, the Colour Fun Run, and Jersey Day raised significant funds for charitable organisations supporting disadvantaged communities around the world. Students also proudly represented the College at community gatherings such as the 3Bridges Annual Iftar Dinner and Al Zahra College's own Iftar event. These occasions offered valuable opportunities for students to connect with diverse community members and strengthen their sense of social responsibility.

A particular highlight of the year was the students' participation in the Harmony Cup, an interschool sporting competition promoting inclusion, unity, and excellence in sport. Our Middle Years students competed across a variety of disciplines, proudly representing Al Zahra College with energy, determination, and strong school spirit. Their participation nurtured teamwork, resilience, and healthy competition—values central to the MYP philosophy.

An outstanding achievement within the Harmony Cup was the selection of four Al Zahra College students to represent New South Wales in inter-state fixtures against Victoria in both soccer and basketball. Three of the four students were formally recognised for excellence during the tournament, highlighting the depth of talent and commitment within our student body. This recognition not only celebrates individual success but also reflects the growing reputation of our school within interschool sporting circles.

In the classroom and beyond, MYP students continued to display the qualities of IB learners. They communicated effectively during Elevate Study Skills sessions, demonstrated curiosity and collaboration in their outreach work with 3Bridges, and showed commitment and compassion in their Service as Action projects. These experiences nurtured their growth as thoughtful, balanced, and principled individuals ready to meet the challenges of senior school and life beyond.

The 2024 academic year was one of reflection, learning, and renewed commitment in the International Baccalaureate (IB) Diploma Programme at Al Zahra College. While our students demonstrated great effort and perseverance, the final academic outcomes did not match the exceptional results of the previous year. The highest Diploma score achieved was 33 out of 45, equivalent to an ATAR of 87. Though several students received university offers and remained focused on their goals, the results prompted a collective review of areas in which further support could be offered.

Despite academic challenges, our senior students remained active contributors to school life. They proudly represented Al Zahra College at the Harmony Cup, the ISD Tournament, and the Bill Turner Cup, a prestigious statewide competition. Across these events, students showcased sportsmanship, perseverance, and unity, often competing against strong opposition while upholding the values of discipline and teamwork. These opportunities played a vital role in supporting our students' overall wellbeing, allowing them to remain physically active, socially connected, and mentally refreshed while balancing the academic demands of their senior years. Promoting physical health through sport continues to be a key priority at Al Zahra College, especially during such formative stages of student development.

Students also led and participated in various social justice initiatives. From fundraising campaigns like One Hand One Heart to partnerships with the World Food Appeal, Red Cross, and Salvation Army, our students engaged meaningfully with real-world issues and demonstrated their commitment to service and ethical leadership. The Creativity, Activity, Service (CAS) component remained a cornerstone of the Diploma Programme, giving students the opportunity to explore their interests, support others, and reflect on their growth. These experiences deepened their sense of identity and strengthened the values of empathy, initiative, and global citizenship.

As we reflect on the year, 2024 stands as a significant stepping stone in Al Zahra College's journey—particularly in the development of a whole-school approach to wellbeing. The establishment of structured support systems, the strengthening of student engagement, and the growing culture of care have all laid a strong foundation for a successful 2025. Central to this progress has been the vital partnership between the College, our families, and the wider community. Together, we have cultivated a shared responsibility for the academic, emotional, and spiritual growth of our students. The trust and collaboration between staff, parents, and community organisations have ensured that every initiative launched in 2024 was met with unity, purpose, and positive impact. With these strong foundations now firmly in place, Al Zahra College is well positioned to build on its momentum and move confidently into the new year—committed to excellence in all aspects of school life, and inspired by the values that continue to guide our path.

Hussein Akil

Al Zahra College Acting Headmaster

About Al Zahra College

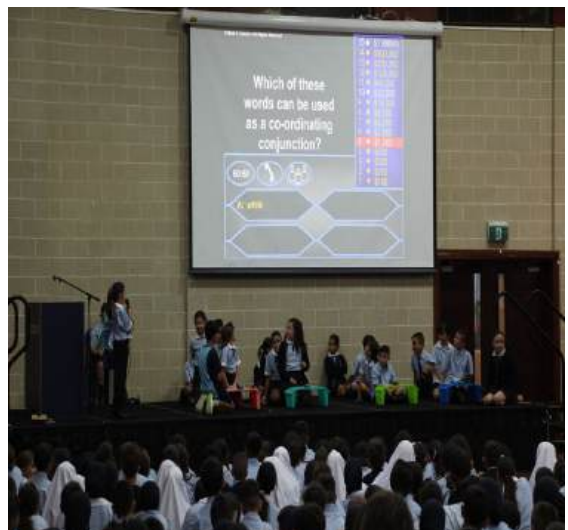
The motto of the College is *Faith, Knowledge, Wisdom*, which underscores our mission to develop faithful, knowledgeable and wise young people who take responsibility for creating a better and more peaceful world. Our students are challenged to become active, internationally minded learners and critical 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 700 students from Preschool to Year12. 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 2024, the College had a total of 731 students. The number of students enrolled in the Primary Years Programme was 427, while the Middle Years and Diploma Programmes had a total of 304 students. There are approximately equal numbers of boys and girls throughout the College. 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 2. STUDENT OUTCOMES AND RESULTS

NAPLAN

In March 2024, 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 over the same week in March. Each test is between 40 and 50 minutes long.

Below is a breakdown of our students' performance in the exams in comparison to students with similar backgrounds and with all other Australian schools.

	AL ZAHRA COLLEGE	STUDENTS WITH SIMILAR BACKGROUNDS	ALL AUSTRALIAN SCHOOLS
NAPLAN – YEAR 3			
Reading	406	416	404
Writing	443	429	416
Spelling	432	416	401
Grammar	431	423	409
Numeracy	406	413	404
NAPLAN – YEAR 5			
Reading	487	491	492
Writing	505	490	485
Spelling	523	495	486
Grammar	516	501	498
Numeracy	498	489	489
NAPLAN – YEAR 7			
Reading	528	538	535
Writing	544	547	540
Spelling	553	547	540
Grammar	541	542	537
Numeracy	539	542	540
NAPLAN – YEAR 9			
Reading	563	580	565
Writing	587	593	574
Spelling	571	578	567
Grammar	563	574	555
Numeracy	564	581	565

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 2024, 46 students made the decision to pursue the International Baccalaureate (IB) and were therefore eligible to receive their RoSA. Analysis of the 2024 RoSA results shows a positive shift in student performance across several areas. Across all subjects, B grades remained consistently strong, with approximately 30% of students achieving a B in English, 28% in Mathematics, and 33% in Science.

In English, there was a reduction (2%) in the number of D grades. Mathematics results showed a notable

decrease (2.3%) in D grades, In Science, students achieved a reduction (2.33%) in D grades while maintaining a consistent number of A grades.

Diploma Programme Results

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 table below illustrates the impressive results and school statistics for the 2024 November IBDP Session.

Full Diploma School Statistics	
Number of candidates registered in the session	30
Number of subject entries in the session	172
Average points obtained by candidates who passed the Diploma	30/45
Highest Diploma points awarded to a candidate	33/45
Average grade obtained at the school by candidates who passed the Diploma	4.75/7

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). Twenty-four students who completed the IBDP at Al Zahra College in 2024 received an offer from university and are subsequently enrolled in a diverse range of courses in major universities in Sydney.

Our 2024 Year 12 graduates enrolled in the following university courses:

Course Title	Institution
B Pharmaceutical Medicine/M Pharmacy	UNSW
B Politics Philosophy & Economics (BPPE)	UNSW
B Commerce	UNSW
B Science (Health)	USYD
B Engineering Honours (Software)	USYD
B Science (Health)	USYD
B Laws	UTS
B Sport & Exercise Science	UTS
B Cybersecurity	UTS
B Design in Architecture	UTS
B Business/B Laws	UTS
B Design in Interior Architecture	UTS
B Property Economics	UTS
Diploma in Science	WSU
B Arts/Master of Teaching (Secondary)	WSU
B Construction Management (Honours)	WSU
Diploma in Building Design & Construction	WSU
B Education (Primary)	ACU
B Speech Pathology	ACU
B Nutri Sc	ACU
B Law	Charles Sturt University
B Nursing	UNDA
B Primary Education	UNDA
Tertiary Pathway Program-Nursing	UNDA



THEME 3. STAFFING

Teacher Accreditation Status

ACCREDITATION STATUS CATEGORY	NUMBER OF TEACHERS
Conditional	4
Provisional	5
Proficient Teacher	53
Total number of teachers	62

Workforce Composition

Please refer to <http://www.myschool.edu.au>. Al Zahra College embraces all faiths and backgrounds for all our staff and students. None of our staff have identified as Aboriginal or Torres Strait Islander, but applications from First Nations teachers and other staff are strongly encouraged.

AL ZAHRA COLLEGE STAFF 2024		
Category	Full-Time	Part-Time
Teaching Staff	35	27
Non – Teaching Staff	11	28
Total	46	55

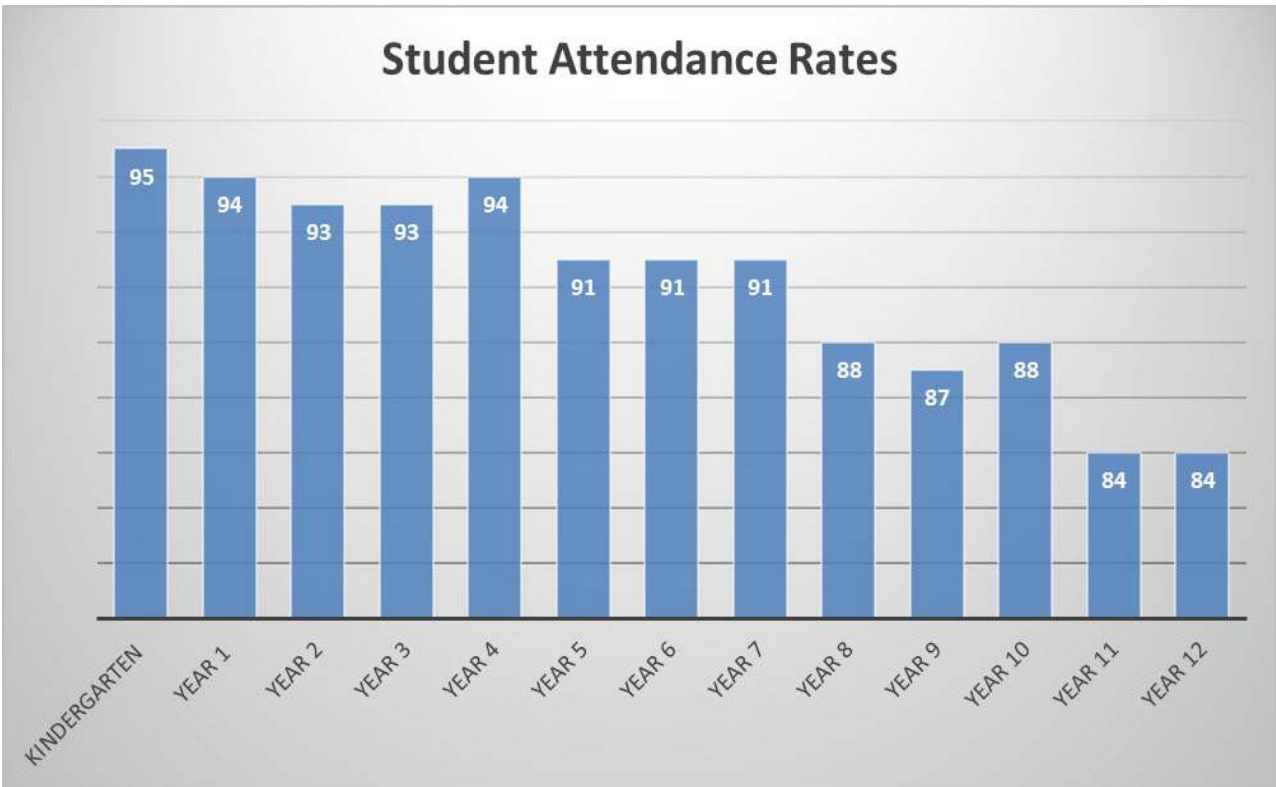
* Figures exclude maternity leave & LWOP.



THEME 4. ATTENDANCE

Student Attendance Rates

Overall, 90 percent of students attended school on average each school day in 2024. This was similar to the daily attendance in 2023.



Retention of Year 10 to Year 12

Year Group	Year Enrolled	Total Students Enrolled	Retention Rate
Year 10	2024	38	79%
Year 12	2024	30	

Management of Non-Attendance

In 2024, Al Zahra College maintained a comprehensive system to manage student attendance and address non-attendance issues. Parents are responsible for notifying the College of their child's absence via email or phone before the start of the school day. Class teachers take the attendance roll electronically at 8:40 am, and all absences are recorded on the Sentral system. Notifications of absences are received by the College receptionist and reported accordingly.

For unexplained absences, if a student's absence is not explained by 9:00 am, a text message is sent to the parents or guardians requesting immediate contact with the College. Persistent unexplained absences are escalated to the relevant executive in the Primary and Secondary schools for follow-up. If parents or guardians repeatedly fail to inform the College of absences, these College executives contact them directly

to remind them of their reporting obligations. All information related to unsatisfactory attendance is recorded in students' files and included in their College academic reports.

To improve attendance and student engagement, the College encourages parents and guardians to ensure their children attend school regularly and to avoid condoning absences for unauthorised reasons such as birthdays or leisure activities. Students with persistently low attendance are monitored, and personalised strategies are developed to increase their attendance, which may include one-on-one meetings and alternative arrangements in consultation with parents or guardians. For frequent absences due to illness, the College requires medical certificates and consults with parents regarding the student's healthcare needs. The College also reports any concerns about student safety, welfare, or wellbeing to the Community Services Child Protection Helpline or the Child Wellbeing Unit. Lastly, the College retains attendance registers for seven years after the last entry and stores copies off-site at regular intervals to ensure data integrity and accessibility.

THEME 5: SCHOOL POLICIES

Al Zahra College Policies and Procedures are accessible via the College's Policy Connect platform, from the Headmaster, the College admin office, or through parent communication platforms, including Sentral 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 Sentral and ClassDojo as well as through parent information sessions upon enrolment.



The following school policies are publicly available on the Al Zahra College website

- [Enrolment policy](#)
- [Child protection policy](#)
- [Anti-bullying policy](#)
- [Discipline policy](#)
- [Complaints policy](#)



THEME 6: STAKEHOLDER SATISFACTION

Parents

Parent satisfaction and feedback are fundamental to the continuous growth and improvement of Al Zahra College. In 2024, parents had numerous opportunities to engage with staff and provide feedback about their child's education. The College initiated a range of informal events to increase parental involvement and opportunities to interact and communicate with Al Zahra College staff, including family picnics, mothers', fathers', and grandparents' day's events, and numerous charity events throughout the year. These events conveyed to parents the appreciation and value that the College holds for its parent community and enabled us to build a culture of trust between families and the College.

Formal opportunities for communication were also maintained, including regular face-to-face parent information sessions for kindergarten, new Years 1-12 students, the Diploma Programme, and other stages. Additionally, parents participated in termly assemblies, religious celebrations, the PYP Exhibition, MYP Personal Project presentations, Year 12 Art Expo, Year 6 and 12 graduation ceremonies, and parent- teacher meetings. The College also hosted parenting workshops on campus for preschool and primary school parents, including parenting workshops. These well-attended events kept parents informed and involved in their children's education and provided opportunities for informal interaction with college executives and teaching staff.



Parents regularly communicated with teachers and the executive team via email, ClassDojo messages, phone calls, and scheduled face-to-face meetings. The College promptly addressed any feedback or complaints according to its complaints and grievances procedures. Overall, parent feedback has been overwhelmingly positive, with parents expressing 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. Individual meetings are scheduled between teachers and the School Heads at the beginning, middle and end of the academic year as part of the PDP process.

Teachers continued to have autonomy and the executive support to participate in professional learning that was aligned with their PDP goals. Supporting teachers in this process has contributed to enhancing teacher autonomy and morale. Teachers are welcome and encouraged to raise any concerns or highlight any feedback during these meetings. In general, teachers also had many whole-school and Programme-specific meetings, which provided regular platforms for open communication between staff to share information, concerns, and to collaborate professionally. Al Zahra College teachers continued to have opportunities to participate in professional learning throughout the academic year, particularly in the areas of the International Baccalaureate and literacy and numeracy education.



Students



Students have a range of opportunities to express concerns or provide feedback to the College. The main channel for both Primary and Secondary students, is through the proactive Students' Representative Councils (SRC), whose members are elected by their peers. The Student Representative Councils articulate student concerns, identify and implement actions to address student concerns, facilitate peer mentoring programs, organise a variety of events, and lead successful fundraising initiatives throughout the year. Council members gather input from their fellow students and consider their feedback seriously. The SRC serves as an effective platform, allowing us to gauge high levels of student satisfaction with the College.

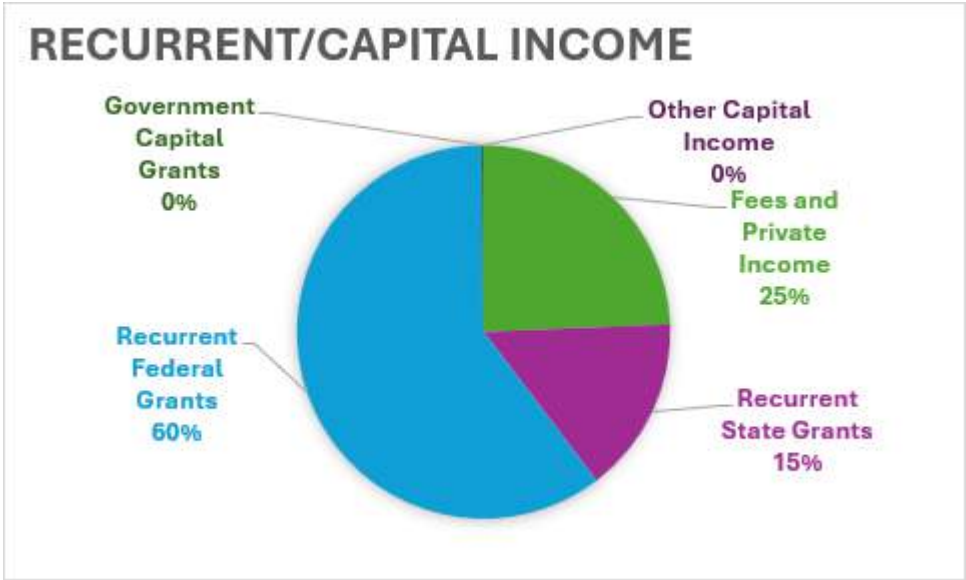
Additionally, SRC members contributed to the drafting and review of the College's student-friendly child safety policy, the child-specific code of conduct explanation, and the overall student code of conduct. These documents, which are explicitly discussed at the beginning of the academic year with all students, highlight that the College values and encourages student feedback and communication. In the classroom, students collaborate with teachers to develop Essential Agreements, which outline shared expectations for learning and behaviour.

Throughout the year, the College has organised engaging, challenging, and enjoyable extracurricular activities that broadened students' skills and interests, enhancing their overall wellbeing. Feedback from students indicates that their teachers make them feel cared for, treat them fairly, and encourage and motivate them to perform at their best. The College executive team also maintains an open-door policy, ensuring that all student concerns are taken seriously and addressed promptly. Students have responded positively to the College's comprehensive reward systems implemented in both the Primary and Secondary schools.



THEME 7. SUMMARY FINANCIAL INFORMATION

Income 2024



Expenditure – 2024

