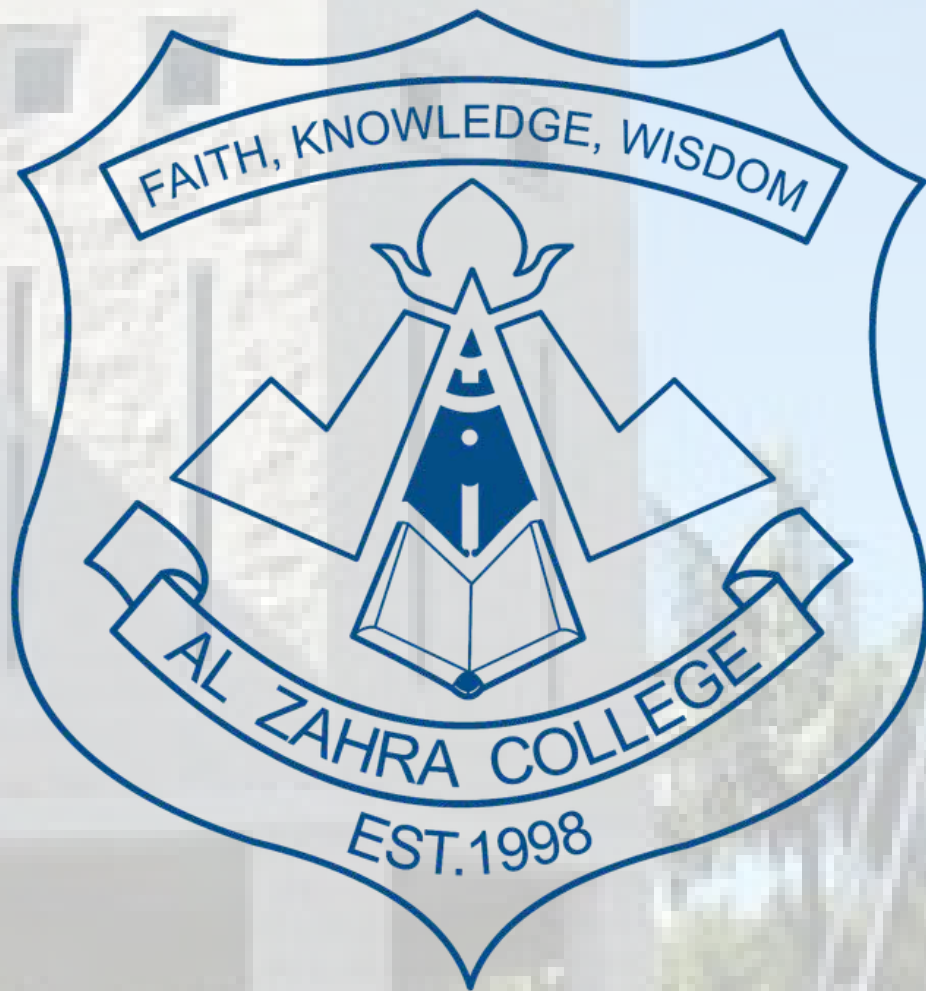


AL ZAHRA COLLEGE



2025 ANNUAL REPORT

CONTENTS

THEME 1. CONTEXT	3
Message from the Governing Council Chair	3
Message from the Headmaster	5
About Al Zahra College	7
THEME 2. STUDENT OUTCOMES AND RESULTS	9
The Primary Years Programme (PYP)	9
NAPLAN	11
The Middle Years Programme (MYP)	11
Record of School Achievement (RoSA)	12
Diploma Programme Results	13
Post School Destinations	13
THEME 3. STAFFING	15
Teacher Accreditation Status	15
Workforce Composition	15
THEME 4. ATTENDANCE	16
Student Attendance Rates	16
Management of Non-Attendance	17
THEME 5: SCHOOL POLICIES	18
THEME 6: STAKEHOLDER SATISFACTION	19
Parents	19
Staff	19
THEME 7. SUMMARY FINANCIAL INFORMATION	21

CONTEXT

MESSAGE FROM THE GOVERNING COUNCIL

On behalf of the Governing Council, it is with humility and conviction that I present the Annual Report for 2025. As custodians of Al Zahra College, the Council bears responsibility for safeguarding the strategic direction, governance, financial stewardship and Islamic ethos of the College, ensuring that every decision remains firmly grounded in the principles of justice, accountability, unity and faith. In a time where institutions and communities alike are tested by uncertainty and adversity, we are reminded of the words of Allah (SWT) in Surat An-Nisa verse 135, which call believers to stand firm for justice, truth and integrity.

Guided by these principles, the Governing Council has remained focused throughout 2025 on strengthening the College's foundations and advancing its long term vision. This year has been marked by resilience, purposeful progress and a continued commitment to ensuring that Al Zahra College remains a place where academic excellence and Islamic identity are nurtured together.

A significant achievement during 2025 was the continued strategic acquisition and planning surrounding the Booth Street properties. This milestone reflects more than physical expansion; it demonstrates the College's long-term commitment to growth, sustainability and the creation of greater educational opportunities for current and future generations. It also reinforces confidence that the institution is planning responsibly and strategically for the future.

The College has also continued to benefit from the sustained confidence of families and the wider community. That confidence is a strong affirmation of the importance of preserving an educational environment in which high academic standards remain inseparable from the Islamic values upon which the College was founded. The Council views this trust as both an encouragement and a responsibility, and it remains committed to prudent stewardship, careful planning and sound governance in all aspects of the College's development.

Throughout the year, the College community demonstrated resilience, unity and determination in the face of challenge. These qualities have enabled the institution not only to respond to adversity, but to continue progressing with clarity and purpose. The Council recognises that this strength is reflected across the College community, including staff, students, families and supporters, all of whom contribute to the continued growth and stability of the institution.

The Governing Council also acknowledges the contribution of leadership and professional support provided to the College during the year, which assisted in maintaining stability and reassurance during periods of challenge. This support has helped the College remain focused on its mission and continue moving forward with confidence.

As we reflect on 2025, we do so with gratitude for the progress made and with optimism for the future. The achievements of this year reflect a College community that remains united in purpose, committed to excellence and firmly grounded in faith. The Council remains steadfast in its commitment to ensuring that Al Zahra College continues to progress strategically and sustainably for generations to come.

On behalf of the Governing Council, I extend our deepest gratitude to our dedicated staff, students, families, volunteers and wider community for their continued trust and support. Together, with Allah (SWT)'s guidance, we move forward with resilience and confidence, building upon the College's achievements while remaining firmly rooted in the Islamic values that define Al Zahra College and its enduring mission.

Sayed Abbas Jomaa
Chairperson



Faith

Knowledge

Wisdom

MESSAGE FROM THE HEADMASTER

2025 showcased the very best of Al Zahra College: strong growth, outstanding achievement and a clear, confident vision for the future.

Throughout the year, Al Zahra College continued to strengthen its reputation as a vibrant, values-driven learning community where students are known, supported and inspired to excel. Growth in enrolments reflected the confidence that families place in the College's mission and educational offering, and this momentum created new opportunities to further enhance the student experience.

At the heart of the College's success is a clear and compelling purpose: developing faithful, knowledgeable and wise young people. In 2025, this purpose was brought to life through high-quality IB programmes, a strong and authentic Islamic ethos, and a school culture shaped by integrity, respect and excellence. Across the College, students benefited from meaningful learning experiences, strong relationships and a community committed to helping every child thrive.

This was also a year of exciting strategic progress. The College strengthened its governance, enhanced key systems and structures, and continued to build a unified vision for the future. These important developments have positioned Al Zahra College strongly for sustained growth and long-term success.

One of the most significant highlights of the year was securing three neighbouring blocks of land, representing a major investment in the College's future. This exciting expansion will create opportunities for additional modern learning facilities, expanded outdoor spaces and an even stronger learning environment for students. It is a clear demonstration of the College's ambition, confidence and commitment to providing the very best for its community.

The leadership transition in 2025 marked an important and positive milestone for the College. I acknowledge with gratitude the dedicated service of Mr Hussein Akil as Acting Headmaster, whose leadership provided continuity and stability during a significant period for the College. When I commenced as Headmaster in October, I was pleased to build on that strong foundation through a smooth and successful transition, united by a shared commitment to the ongoing betterment of Al Zahra College. This continuity has enabled us to move forward with renewed energy, clear direction and a strong focus on excellence across the entire IB continuum.

Student achievement in 2025 was exceptional. Our IB Class of 2025 delivered outstanding Diploma Programme results, highlighting both student dedication and the quality of teaching across the College. Ayah Mustapha and Hussein Kotaich each achieved 43 points out of 45, setting a new College record and the highest Diploma Programme score in Al Zahra College's history. Hussein Mustapha also achieved an exceptional 41 points, further reflecting the academic strength and aspiration of our students. These results are a source of enormous pride and a powerful reflection of the excellence being cultivated at Al Zahra College.

Beyond the classroom, students flourished in a wide range of co-curricular and enrichment opportunities. Strong performances in futsal tournaments and qualification for the National Futsal Championships showcased talent, teamwork and school pride. Students also engaged enthusiastically in community service and charity initiatives, character development programmes, extracurricular activities and Primary

MESSAGE FROM THE HEADMASTER

School enrichment clubs in gardening, arts and technology. Together, these experiences reflect a rich and well-rounded education that nurtures confidence, compassion, creativity and leadership.

Most importantly, 2025 was a year in which the strength of the Al Zahra College community was clearly evident. Staff, students, families and the Governing Council worked together with shared purpose and optimism, contributing to a culture of trust, unity and aspiration. This collective commitment continues to be one of the College's greatest strengths.

I extend my sincere gratitude to our dedicated staff for their professionalism, care and unwavering commitment, to our families for their trust and partnership, to our Governing Council for their guidance and support, and to our students, whose enthusiasm, effort and character are the heart of our College.

Al Zahra College moves forward with great confidence. With strong enrolment growth, strategic expansion, outstanding student achievement and a clear commitment to excellence, the College is exceptionally well placed for the future. We celebrate all that has been achieved in 2025 and look ahead with excitement to the opportunities still to come.

Dr Ken Darvall

BA, Dip Teach, Grad Dip Aboriginal Education, M.Ed. Admin, Ed.D.



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, Islamic International Baccalaureate (IB) World School 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.

Al Zahra College is an IB World School authorised to offer the PYP (Primary Years Programme), MYP (Middle Years Programme) and DP (Diploma Programme), one of the few schools in the country to offer the Diploma Programme as its only school exit credential.

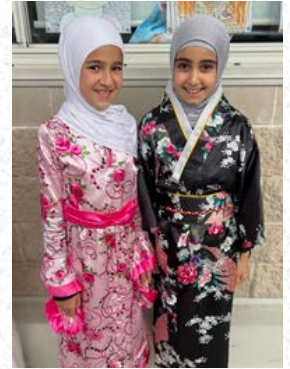


The College is also registered with the New South Wales Education Standards Authority (NESA) and adheres to the standards and requirements set for all the Key Learning Areas. Additionally, the College offers Arabic, Islamic, and Quranic studies as part of its curriculum. The College also provides extra-curricular 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.

ABOUT AL ZAHRA COLLEGE

Al Zahra College provides a learning environment in which students can develop an understanding and respect for their own cultural background and take pride in their identities. Consequently, the ability for students to respect other cultures is strengthened. Islam, by its very essence, is multicultural, and Al Zahra College seeks to instil in all students high moral values and respect for all people. This 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 2025, the College had a total of 773 students (357 boys and 416 girls). 98% have a language background other than English.

Further contextual information about the College is publicly accessible on the My School website (www.myschool.edu.au). Additional information is also available on the Al Zahra College website (azc.nsw.edu.au).

THEME 2. STUDENT OUTCOMES AND RESULTS

THE PRIMARY YEARS PROGRAMME (PYP): PRESCHOOL – YEAR 6

In 2025, the Primary Years Programme continued to thrive, providing a nurturing, inclusive and engaging learning environment grounded in Islamic values and the IB philosophy. Within the Preschool, the integration of the Early Years Learning Framework (EYLF) and the PYP nurtured independence, curiosity and creativity through purposeful play and inquiry-based learning.

Throughout the year, meaningful experiences and events enriched student learning and strengthened community connections. Preschool students and their families participated in Hajj Day, Grandparents Day and celebrations such as Mother's Day and Father's Day, fostering strong family partnerships and a sense of belonging. Harmony Week and the International Day of People with Disabilities provided valuable opportunities for students to develop empathy, cultural awareness and inclusion through shared experiences and collaborative play. Across the PYP, Islamic celebrations and community events further strengthened the partnership between home and school and supported a connected and supportive learning environment.

Learning beyond the classroom was a key highlight of the year, with high-quality excursions and hands-on experiences enriching classroom inquiries and strengthening authentic connections to the real world. Students explored civic responsibility through visits to Parliament House in Canberra, investigated sustainability in natural environments such as Minnamurra Rainforest and Wattamolla, and examined life cycles through visits to farms and aquariums. These experiences deepened conceptual understanding, inspired curiosity and encouraged students to make meaningful connections between their learning and the world around them.



Faith

Knowledge

Wisdom

A diverse range of extracurricular and co-curricular opportunities further supported students' holistic development. Learners participated in music lessons, Quran Club, debating, the Student Representative Council and a variety of academic and creative competitions, including the Spelling Bee, Arabic vocabulary competition and Islamic recitation and Visual Arts events. Sporting opportunities were also prominent, with students representing the school in the FNSW Futsal Tournaments and the Stage 3 Harmony Cup, a large inter-school event involving over 23 schools and multiple sports. Participation in these activities built teamwork, leadership, confidence and school pride while promoting active engagement within the wider community.

Professional learning for staff remained a key priority, with teachers participating in IB workshops and ongoing collaborative planning to strengthen pedagogical practice and enhance the implementation of inquiry-based learning. This continued focus on professional growth ensured a consistent and high-quality learning experience for all students. Collectively, the academic, co-curricular and community initiatives of the PYP supported the development of confident, capable and compassionate learners, while maintaining a joyful, inclusive and connected school community.



Faith

Knowledge

Wisdom

NAPLAN

In March 2025, 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	402	402
Writing	413	417	414
Spelling	438	412	405
Grammar	444	413	408
Numeracy	415	406	405
NAPLAN – YEAR 5			
Reading	477	486	492
Writing	474	479	480
Spelling	501	489	487
Grammar	487	491	497
Numeracy	478	484	492
NAPLAN – YEAR 7			
Reading	544	543	538
Writing	531	543	538
Spelling	553	548	542
Grammar	556	545	539
Numeracy	553	549	545
NAPLAN – YEAR 9			
Reading	555	556	568
Writing	576	568	575
Spelling	588	567	569
Grammar	584	548	559
Numeracy	562	556	573

MIDDLE YEARS PROGRAMME (MYP)

In 2025, the Middle Years Programme (MYP) continued to provide a structured, inquiry-based framework for students in Years 7–10 supporting both academic achievement and personal growth. The programme encourages students to make connections between their learning and the real-world allowing students to develop the skills and knowledge needed to become lifelong learners. In doing so, the MYP reflects and supports the broader IB Mission to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The MYP Programme continues to emphasise the development of Approaches to Learning (ATL) skills with a focus on communication, self-management, research, thinking, and social skills. These skills equip students to become self-managed, reflective and independent learners.

The MYP5 (Year 10) Personal Project Exhibition was a significant milestone, showcasing students' ability to conduct sustained, independent inquiry. Students explored areas of personal interest, developed clear goals, and applied research and reflection skills throughout the process. The exhibition highlighted their capacity to think critically, take initiative and produce meaningful outcomes.

As part of the MYP's emphasis on creativity and authentic learning, the MYP Art Expo provided students with an opportunity to showcase their artistic development and conceptual understanding. The exhibition reflected the MYP framework, our students made connections to real-world contexts and personal expression.



RECORD OF SCHOOL ACHIEVEMENT (ROSA)

The Record of School Achievement (RoSA) is a cumulative credential awarded at the end of Year 10. The 2025 Year 10 cohort demonstrates consistent achievement across all subjects, with most students performing within the sound (C) to strong (B) range. In English, 18% of students achieved an A, 26% a B, 48% a C, and 8% a D. In Mathematics, 26% achieved a B, 56% a C, and 18% a D, showing a strong concentration at the expected standard. In Science, 4% of students achieved an A, 24% a B, 44% a C, and 28% a D, reflecting a broad spread of achievement.

In PDHPE, 32% of students achieved a B and 68% a C, with all students meeting expected outcomes. In Geography, 4% achieved an A, 32% a B, and 64% a C, demonstrating steady performance. In History, 4% achieved an A, 32% a B, 56% a C, and 8% a D.

Overall, the cohort shows a strong foundation, with most students achieving at or above the expected standard across all learning areas.

MYP5 (YEAR 10)– PERSONAL PROJECT

The December 2025 MYP Personal Project cohort (n=53) achieved a mean grade of 3.6 out of 7, placing overall performance slightly above the midpoint of the International Baccalaureate grading scale. The highest grade attained was 5/7, achieved by 17% of candidates, reflecting a strong group of high-performing students. A further 26% of students achieved 4/7, bringing the total to 43% of the cohort performing above the midpoint of the scale. Overall, results were tightly clustered within the 3–5 range, indicating high consistency across the cohort and a stable performance profile. This distribution highlights a solid foundation of achievement, with a significant proportion of students demonstrating performance in the upper bands of the full IB scale.

DIPLOMA PROGRAMME RESULTS

The International Baccalaureate Diploma Programme (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.

IBDP 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 a higher level (240 teaching hours), while the other subjects are taken at a 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 exceptional results and school statistics for the 2025 November IBDP Session.

Full Diploma School Statistics	
Number of candidates registered in the session	34
Number of subject entries in the session	235
Average points obtained by candidates who passed the Diploma	31/45
Highest Diploma points awarded to a candidate	43
Average grade obtained at the school by candidates who passed the Diploma	4.91/7

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).

Our 2025 Year 12 graduates received offers in the following courses:

Course Title	Institution
B Medical Studies and Doctor of Medicine	Bond University
B Science/B Education (Secondary)	UNSW
B Dental Surgery (Scholarship)	Gulf Medical University (UAE)
B Engineering (Honours)(Flexible First Year)	UNSW

B Psychology	USYD
B Psychology Honours	USYD
B Pharmacy (Honours) /M Pharmacy Practice	USYD
B Science	USYD
B Engineering (Honours) Mechanical	UTS
B Engineering (Honours) Civil	UTS
B Engineering Science	UTS
B Communication in Journalism/B Creative Intelligence & Innovation	UTS
B Construction Project Management	UTS
Bachelor of Laws	UTS
B Construction Management (Honours)	WSU
B Architectural Design	WSU
Bachelor of Business	WSU
B Health Science (Sport & Exercise Science)	WSU
Diploma in Building Design & Construction	WSU College
Diploma of Science	WSU College
B Biomedical Science	ACU
Bachelor of Laws/ Bachelor of Human Rights	ACU
B Social Work	ACU
Bachelor of Accounting and Finance	ACU
B Educational Studies	University of New England
Diploma of Interior Design	TAFE
Diploma of Building Design	TAFE



Faith



Knowledge

Wisdom

THEME 3. STAFFING

Teacher Accreditation Status

ACCREDITATION STATUS CATEGORY	NUMBER OF TEACHERS
Conditional	4
Provisional	6
Proficient	49
Total number of teachers	59

CATEGORY	NUMBER OF TEACHERS
Having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	50
Having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	8
Teachers who do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	1

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 has identified as Aboriginal or Torres Strait Islander, but applications from First Nations teachers and other staff are strongly encouraged.

AL ZAHRA COLLEGE STAFF 2025		
Category	Full-Time	Part-Time
Teaching Staff	35	16.2
Non – Teaching Staff	12	13
Total	47	29.2

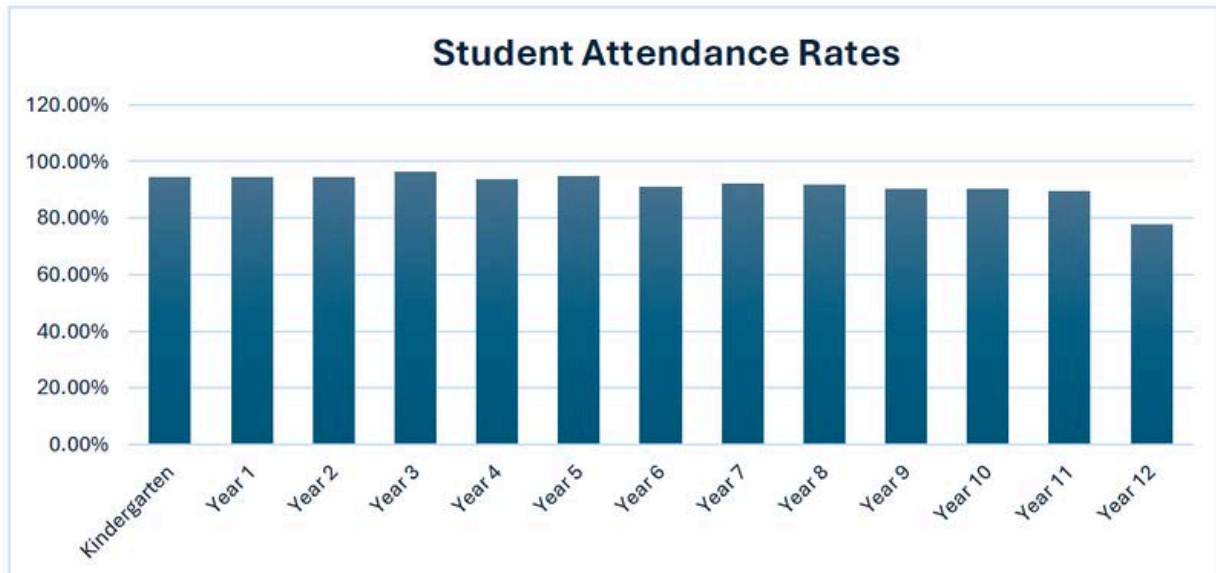
* Figures exclude maternity leave & LWOP.

THEME 4. ATTENDANCE

Student Attendance Rates

Overall, 90 percent of students attended school on average each school day in 2025. This was similar to the daily attendance in 2024.

Kindergarten	94.16%
Year 1	94.48%
Year 2	94.51%
Year 3	96.25%
Year 4	93.58%
Year 5	94.61%
Year 6	90.83%
Year 7	91.90%
Year 8	91.60%
Year 9	90.32%
Year 10	90.16%
Year 11	89.25%
Year 12	77.72%



Retention of Year 10 to Year 12

91%

MANAGEMENT OF NON-ATTENDANCE

In 2025, Al Zahra College maintained a comprehensive system for managing student attendance and addressing 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 attendance electronically at 8:40 am, and all absences are recorded in 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 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. 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.

Year Group	Year Enrolled	Total Students Enrolled	Retention Rate
Year 10	2023	43	95.35%
Year 12	2025	41	

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

- [Admission and Enrolment policy](#).
- [Child protection policy](#).
- [Anti-bullying policy](#).
- [Behaviour Management Policy](#).
- [Complaints Handling Policy](#).
- [ICT Policy](#).
- [Orphan Support Policy](#).
- [Parent Code of Conduct](#)
- [Uniform Policy](#).
- [Procedures for Handling Staff Misconduct and Reportable Conduct](#)



THEME 6: STAKEHOLDER SATISFACTION

A school community questionnaire was distributed to stakeholder groups in October 2025 that identified key trends across the groups. Unfortunately, there were insufficient responses received from students.

Governing Council

Strengths

- The growth and professional direction AZC is taking, particularly in building a structured, well-governed Islamic school.

Concerns

- Ensuring sustainable growth with clear structure, communication and governance.
- Balancing expansion with quality.
- Managing resources, facilities and planning for future school needs.

Directions

- Strong governance, transparency and communication between the board, staff and community.
- Creating a welcoming, respectful and inclusive environment for all students, staff and families.

Parents

Strengths

- Sense of community
- Opportunities for growth and positive change
- Caring, supportive teachers
- Islamic environment
- Strong academic values.

Concerns

- Behaviour and bullying
- WASTA – favouritism
- Playground
- Overcrowded classrooms
- Disinterested students
- Parking (and parent behaviour at drop-off)
- Confidentiality
- Communication and transparency
- Consistency and fairness of rules
- Secondary Arabic and Islamic Studies.

Directions

- Safe, (happy, supportive, positive) learning environment
- Respect (kindness, empathy)
- Communication (three-way)
- Authentic IB programmes
- Islamic ethos and values
- Consistency
- Student-centred environment
- Integrity
- Nurturing academic and personal development
- Fairness in all aspects
- Plan towards the future.

THEME 6: STAKEHOLDER SATISFACTION

Staff

Strengths

- Sense of community
- Opportunities
- Potential
- Positive work environment
- Relationships.

Concerns

- Behaviour/discipline
- Class sizes
- Disrespect for facilities
- Student disengagement
- Limited opportunities for professional growth and career opportunities
- Student academic levels
- Cleaning standards
- Tardiness
- Playground space
- Student dress code
- WASTA
- Poor communication.

Directions

- Islamic ethos
- Academic excellence
- Opportunities for growth
- Positive learning experience
- Safe inclusive environment
- Integrity
- Trust and respect
- Fairness not WASTA
- Communication
- Clarity
- School community connection
- Committed passionate staff
- Upskilling staff
- Consistency and transparency.

The stakeholder feedback was valuable, yet predictable for the new Headmaster who commenced in October. Consequently, some immediate changes were made to address concerns and to set in place improved communication, greater transparency and confidence for the future.

THEME 7. SUMMARY FINANCIAL INFORMATION

