

KNOWLEDGE IS THE ULTIMATE SOLUTION

Annual School Report

2012

Preamble of the Report

Western Grammar School is a registered educational institution and holds the registration certificate issued by The NSW Board of Studies (BOS) for Kindergarten to year 6. The school is managed by a non-profit organization –The Contributors Society Limited (TCS). The TCS is an ‘approved authority’ for the registration system formed under Section 39 of the NSW Education Act 1990. As per constitution of TCS the school board is appointed by the members of TCS for the term of two years. The School board is the governing body of the school and has powers to control major affairs of the school. The Principal is responsible for the general administration and day to day affairs.

The school annual report for year 2012 provides to the community fair, reliable and impartial information about school performance, measures and policies as determined by the Minister for Education. It outlines information regarding school initiatives taken by the administration during the year. This report also outlines the information about achievements arising from the implementation of school action plans. School report also demonstrates accountability to regulatory bodies, the parents, the school board and TCS. This report has been approved by authorized directors of school board to ensure the compliance with all NSW board of studies requirements & guidelines.

This report is additional to school newsletter, admin memo, website and other regular communications made by school with the school community and parents. The report will be shared with the parents and the community at large and it will be available on the school’s website by or before 30 June 2013.

Further information about the school and this report may be obtained by contacting the school on following contact details.

Western Grammar School

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Principal Mr. Irfan Afzal

Date 20 June 2013.

School Profile

Western Grammar School is a co-educational school situated in Plumpton. The school doors were first time opened on 19 March 2012. The school caters for the students from year K to year 6 and has a current enrolment of around 80 students.

School's Motto / Slogan

Knowledge is the ultimate Solution.

School's Mission Statement

We stand committed in our endeavour to provide individualized academic focus and opportunities for creative expression of our students at all levels of development.

School's Educational Theme

Solidarity **Self Esteem** **Success**

School's Vision

Our vision is to provide a well-rounded education suited to cultural and historical framework of the current living environment in Australia. We hope to empower and equip the future generations to meet the challenges of today's evolving and highly competitive world. WG is committed to establishing a dynamic and supportive learning environment in which all students can become caring and considerate citizen of Australia. Western Grammar will strive to uphold the highest standard as set out in the New South Wales Board of Studies curriculum.

The school will foster understanding and respect for themselves, each other and for the diversity of the multicultural communities in Australia. Students will be encouraged to be innovative, creative and problem-solving individuals. Students will strive to achieve their personal best in an ideal educational and Islamic environment. They will be able to take their place with pride in the community and in the world. It is part of school's long term planning to accommodate the students of all faith and ideologies.

School's Educational Philosophy

Our educational philosophy is vastly based upon the following inherited belief derived from Quran and Sunnah which is also followed by the great people of human history.

- **“Read, with the name of GOD, who created you” (Al-Quran)**
- **“Seek Knowledge from the cradles to the graves” Prophet Mohammad (PBUH)**
 - **“He, who opens a school door, closes a prison” (Victor Hugo)**
 - **“What we want is to see the child in pursuant of knowledge and not the knowledge in pursuant of the Child” (George Bernard Shaw)**
 - **“Education is transmission of Civilizations” (Will Durent)**
 - **“Who dares to teach must never cease to learn” (John Cotton Dana)**

School's Mission

We accomplish to go through our vision by developing an infrastructure with a network of services providers, to provide affordable, accessible and quality education, and operational expertise across Australia. We offer quality teaching and quality management so that, on a holistic level, our contributions benefit the community, the country and the world.

We aim to provide student with a formal education that meets and adheres to the curriculum guidelines provided by BOS to provide children with an education that equips them with moral and social values that best prepares them to be active positive participants in the wider Australian community.

We aim to facilitate an environment in which students develop a positive, outward looking view of the future for themselves, and the wider community. And to establish a place of learning and teaching that is safe and happy both for students and teachers alike, and that best reflects the needs and expectations of the community, and that provide opportunities for the students to enjoy success and recognition and make a useful contribution to the life of fellow mankind.

Our Aim & Objectives

- Provide opportunities for students to develop their potential in a supportive educational environment.

- Provide quality education in the Key Learning Areas as stipulated by the NSW Board of Studies.
- Establish a learning environment which is disciplined yet caring and pleasant.
- Encourage our students to be critical thinkers, creative and problem-solving.
- Encourage teachers to seek professional growth that would enhance their teaching skills and strategies.
- Promote effective communication amongst students, parents and teachers.
- Uphold the Western Grammar Motto and School Rules.
- Promote the achievement of excellence among students.
- Emphasise co-operation and teamwork as essential skills of life.
- Help and encourage positive relationships with parents and the broader community.
- Place priority on basic skills in reading, language and mathematics.
- Provide a balanced educational experience for pupils, covering all areas of the curriculum to recognise and develop different abilities.
- Encourage maximum effort and regard for achievements at all levels.
- Provide opportunities to further develop ICT skills.
- Seek and encourage a two-way contract between home and school for mutual trust.
- Utilise the extensive potential and interest of the parents for the ultimate benefit of the students.

The School's main aim is to develop the whole personality (intellectually, spiritually, socially and physically) of young generation.

Message form Chairman School Board

Western Grammar School is in its infancy and there are exciting times ahead. The Board will continue its efforts to support the development of this new school to serve the community in the west of Sydney. In 2012 school started with 7 students and current enrollment rose to 80 students. This is a significant growth within one year. Influx of parents with new applications for 2014 is amazing. There is lot of pressure from community to start all secondary school classes at once. School has already received around 50 enrolment applications for 2014. However the board has decided not to enroll more than 100 students in 2013 unless and until more facilities are provided. The Board as a whole and through its committees has addressed various improvements in its governance responsibilities.

The school has started from a small entity with committed team with forethought on education for our children in the western suburbs of Sydney. There is an emerging need of a quality educational institution for the community. Western Grammar School endeavors to provide quality education to our children. To support quality education, quality environment is very important. To achieve this we are not only focusing on quality facilities but dedicated staff as well. The school will continue with infrastructure improvements as demand increases through new enrolments.

I would like to commend the team members who have worked hard to bring this school to this stage of development. I also would like to welcome on board the students, teachers and parents who have joined in Western Grammar and taken this journey with us. Thank you all for your fantastic efforts in supporting Western Grammar School. I see hope in the future for our children as Western Grammar excels itself with a strong foundation for its graduates to become dedicated and responsible Australian citizens.

In conclusion, my very sincere thanks to the fellow board members for their commitment and I look forward to their support throughout the years to come. We have a very important responsibility to groom the future for our children. May Allah SWT continue to guide us to serve the community.

Message from the Principal

Western Grammar School is my ambition, my dream and driving force of my life. My friends, who have been supporting this cause and I, are committed to establish this institution as one of the leading educational institutions in Australia. The original idea was to begin a school as non-denominational educational institution where children from all ethnic and religious back ground could receive education. Despite all our efforts we received the students mainly from the local Muslim community. So the Islamic culture and values are part of school's educational environment. However it is in our long term plan that upon the availability of resources, and gaining financial stability we will make special provisions to attract students from every culture and religion in Australia.

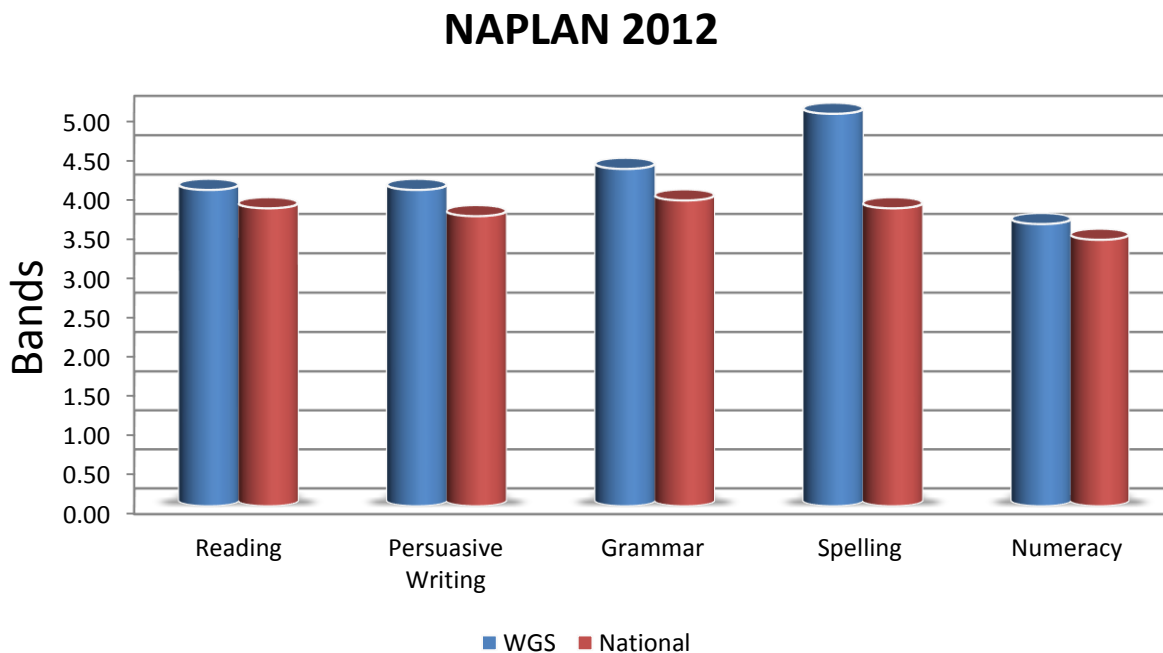
The response from current parents about our educational environment and about the performance of our staff is overwhelmingly encouraging. Parents have written letters of appreciation and extended hands to give all kinds of support required for the growth of Western Grammar School. Some have donated resources and volunteer services. In the initial stage when everything is new, we are instituting almost every policy and procedure, naturally in this phase everyone should expect more problems and mistakes, but due to our performance we are constantly receiving words of appreciation and influx of enrolment applications.

I believe our performance is based upon our highly committed staff and beautiful working environment at Western Grammar School. Our entire staff is extremely aware about their duties and responsibilities. Our teaching staff is vigilant about the educational, emotional and psychological needs of each and every student. Our staff is extremely cautious about the social issues as well. Bullying, discrimination and any kind of misconduct are almost next to nil at Western Grammar School. It is truly said by many of our well-wishers that school is new and it is easy to create such an environment at early stage but difficult to maintain. I am sure that we will maintain our standard throughout our operation for years to come. I am confidently making this commitment because we have consciously laid the foundation, knowing about the impact of such environment upon education.

Therefore Western Grammar School is proud of its inception with unique and valuable educational philosophy. The entire team of Western Grammar is committed and loyal to the progress of the school. Western Grammar’s approach is generally motivational and based upon moral and spiritual values. WGS endeavors to be one of the useful educational amenities for local community. Due to rapidly growing image of the school, overwhelming response of parents and due to emerging needs we have to focus on providing extra facilities in 2013 and 2014.

NAPLAN 2012

2012 was our first year and only few students participated in NAPLAN. WGS started on 19 March 2012 and immediately after NAPLAN preparation was started. With absolutely new students and as a first time experience our performance in the NAPLAN was beyond our expectations. Below is the chart showing school’s performance in NAPLAN 2012.



We could not have achieved this benchmark without the zeal and untiring efforts of teachers and the students together. At the same time it is encouraging for us towards our commitment to provide individualized academic focus and opportunities to our students despite the fact that we were going through a difficult phase of establishment. We are looking ahead to strive for even higher rankings in the years to come because we aim and claim that we will make a difference.

Sports Carnival 2012:

It was very difficult decision to organise sports carnival with such a limited number of students. Our very first sports carnival kicked off on a pleasant morning of 22nd October 2012. Six activities were designed for three themed teams, namely Solidarity (Red), Self Esteem (Green) and Success (Blue), representing WG's educational theme. Cross Country, 50 meter race, Egg and Spoon race, Three Legged race and Sack Race were main activities. Students from all year levels were excited to take part in every event. The zeal and passion of the children has given us a lot of confidence in our students that they would deal many challenges with enthusiasm in their life. The sports carnival was held as a part of our compulsory PDHPE activity. We have focused our efforts to prepare our students for difficult tasks in their future life. To be very honest we were not expecting that our first carnival would become such an interesting event of WGS.





Sports Carnival & Winners 2012

Academic & Extracurricular Activities In 2012

Academic assessment of all students was done twice in 2012. Half yearly and yearly reports were issued to the students. Parent teacher interviews were organized at the end of term 2 to discuss the progress of each student. Parents were asked for feedback through newsletter and admin memos. Parents were requested to participate in academic affairs of the children. WGS feels obliged to thank all those parents who are so sincere and honest in giving proper feedback of the learning outcome of their children.

As a part of academic development of the students, several incursions and excursions were arranged where students were given opportunity to explore different facts they have learnt in their classrooms. Farm to plate, garden in the yard and recycling for good life support and environment were done at the school's premises. These activities were organized to enhance the level of understanding and expose them to real life situation where they can nurture their curiosity and build a better understanding about life around them.

Taekwondo classes were held by the experienced staff (specialized service provider for schools) in addition to sports carnival. The taekwondo program was conducted for the complete two terms. All students participated in the activity and enjoyed themselves a lot. To cater the need of PDHPE Taekwondo classes were extremely useful.



Student Enrolments

The enrolments are governed by the school's [enrolment policy](#). This policy is available at our school website. We have proper enrolment procedure starting from expression of interest to entry tests and formal admission offer. Entry tests are designed to gauge the level of each student at the time of giving admission to the student. Entry test is mandatory for all classes at Western Grammar School. The main purpose of entry tests is to record the student's academic ability before offering position at Western Grammar. Tests are also important to make sure that students' progress at Western Grammar is gradual and satisfactory. In future these entry tests will be used as major criteria for admission especially when numbers of available seats are less than the applications.

N.B. Important policies of the school are accessible [here](#). To obtain complete text of any specific policy visit our site at www.westerngrammar.com.au or contact school office.

Enrolment status of 2012	
Boys	13
Girls	12
Total	25

Student Attendance

Western Grammar Schools attendance policy is also available at school's website. School monitors students' attendances very carefully. Within 10 to 15 minutes after assembly the class roll is marked and reported to the school admin. At about 9:30 am, after waiting for late arrivals, parents of absent students are contacted by the admin to enquire about the absent students and reasons of absentee from the school. This additional procedure is adopted by the school on daily basis to ensure that children are safe and their absence from the school is justifiable. School administration is of the opinion that daily contact with the parents of absent students is not a burden and does not require much efforts and time. However daily contact with parents is proven to be very effective and best way of communication. This also demonstrates the concern of school about the safety and wellbeing of the students. This procedure improves the rate of attendance and decreases absentees of the students from the school. It also minimizes unnecessary leaves taken by the students.

If a child is away from school due to sickness parents are required to provide sick note on the prescribed forms. Parents are requested to provide a medical certificate issued by a registered medical practitioner if their child is sick for more than two days. However sick leave is not counted as absentee.

Parents of the students who require leave other than sick leave are requested to fill up the leave application form providing the details of leave including reasons and place of residence of the child during period of leave. School also issues the disclaimer to the parents if the leave is extended beyond reasonable limits or approved time. The school warns the parents/guardian about the consequences including necessary reporting to the relevant authorities in the event of unapproved leave. Extra absentees, nonattendance and poor attendance of students are also recorded on the 6 monthly progress reports of the students.

Student's Attendance Record of 2012 (%)		
Class	Attendance %	Absent %
Kindergarten	97.28%	2.72%
Year 1	95.5%	4.5%
Year 2	95.75%	4.25%
Year 3	98.75%	1.25%
Year 4	97.61%	2.29%
Whole School	96.97%	3.03%

Complaints & Grievance Policy

Western Grammar's complaints and grievance policy aims to provide clear, positive and procedural fairness that allows grievances to be aired and resolved in timely and in an effective manner. This policy is being implemented with positive, clear and effective processes for resolving grievances among the school, students and community members. This policy & procedure also assists in the building strong relationships, dispels anxiety, and ultimately provides students with an enhanced learning environment. Complete text of this policy can be obtained by contacting the school office or by visiting the website of our school at www.westerngrammar.com.au

Teaching & Other Staff's Profile In 2012

Western Grammar School employed four teaching staff in 2012. There were two full time Australian qualified teachers holding teacher number issued by the relevant authorities. Two permanent part time teachers were also locally qualified holding relevant qualification and experience. All our teachers were category (i) teachers holding proper experience and qualifications.

In addition to the Principal one receptionist, office clerk and one Admin Manager were part of Western Grammar staff in 2012.

Standards & Retention of Staff

All our teaching staff in 2012 was Australian qualified holding relevant experience and accreditation. The teachers' attendance was above 97%, other than sick leave no planned leave such as long service leave or maternity leave was taken. Western Grammar School was in its first year therefore teachers' retention rate is not applicable. All other staff of the school was also qualified for the relevant jobs and has experience of related field. School employed qualified and experienced librarian in 2012. Other office staff including principal has an extensive amount of experience is managing business affairs.

Professional Development & Professional Learning

Professional development program of the staff was carried on through staff meetings and PDs. In addition to the weekly, fortnightly and monthly staff meetings experts were invited to conduct classes on various topic mentioned below.

- a. **First Aid Course:** Western Grammar staff took part in the first aid course at the start of Term 2. This was for the benefit of having knowledge on health and safety issues that may arise in the school environment as result of child sickness or due to any incident. Entire staff had to finish an online questionnaire then attended a day long practical course. After completing the first aid course certificates were issued to Staff of WGS.
- b. **Worm Farming:** This was the first incursion organized by Western Grammar school in 2012. Representative, Ms Suji from Black town council visited and presented worm farm which was related to the recycling topic of our school learning program. All students, teachers and staff members had opportunity to directly observe the establishment of a worm farm. Suji gave students a great talk on the advantages of food scraps recycling and how to look after the worms. The children learnt a lot about how the worms ate the food scraps and their waste became fertilizer which is so good for the gardens.



- c. **Farm to Plate:** This incursion was a big hit as students got free kiwi fruit to eat and they also received a free water bottle to promote health guidelines and for the benefit and awareness of health. It was fruit and vegetable week and a lady came out from the Sydney Markets and showed students through power point presentation how food gets on to our plates from the farms. Teachers participated and helped the representative by dressing up as fruits. It was an exciting time for teachers and students alike. This incursion increased awareness about fruits and vegetables and its importance in the school environment. A teacher booklet with curriculum-linked lesson ideas for K-6 and blank line worksheets was donated to the school. At the end school staff thanked the representative of Sydney Markets for giving time and wonderful information.



d. Recycling: Students and staff members were invited to participate in the exciting “Reuse, Reduce, Recycle” incursion presented by Penrith City Council. This incursion allowed the students to identify different types of rubbish. Rubbish that was recyclable, non-recyclable and organic. They were also explained how to differentiate the three bins that are being used by the Penrith City Council. Students got involved in the hands on activity about identification of rubbish and to put that in three different bins. This incursion was a great learning curve as it taught kids how to be responsible about rubbish and the importance of protecting and preserving the natural habitat around them. The students were encouraged to educate their parents /siblings at home for the disposal of their house hold waste in a careful and responsible manner. This incursion was also related to the class lessons of Key Learning Area and professional learning.



- e. **Playing for life:** (An Australian Government initiative). A representative from Australian Sports Commission was invited by the school. An instructor from “Active After School Sports” came and gave a demonstration on the different activities which students can do to organize and structure play at recess, lunch and sports periods. A whole range of activities were discussed, demonstrated and practiced. The teachers had a fun time and learnt a lot about new activities they could share with their classes. Some material and sports items were given to the school. Despite of very limited number of students and late start of the school, year 2012 was filled with many activities and programs for the professional development and professional learning of entire staff.

Spiritual & Moral Education

Western Grammar has incorporated spiritual, moral and linguistic education in its curriculum. Linguistic, moral and spiritual education is derived from below mentioned three main strands of Islamic education.

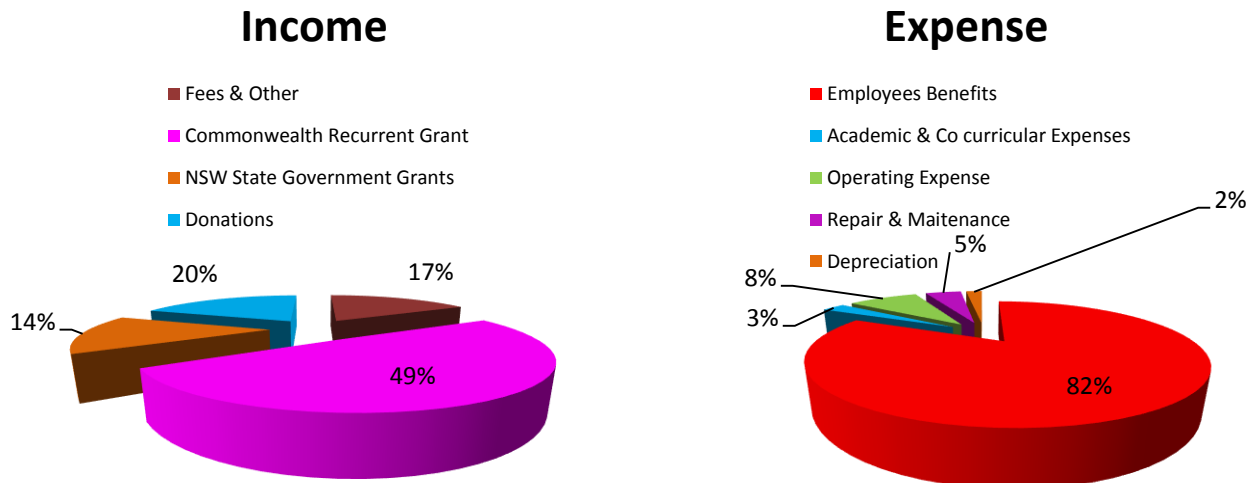
- Islamic Studies
- Quranic Studies
- Arabic language

The spiritual and moral education is proven to be very effective and supportive for the KLAs and academic achievements of the students. It is also effective for behavior management and can be used as a motivational tool. This can also inspire the student to focus on their academic education and to successfully pursue a meaningful career. Students were taught and tested for all three strands and their reports were prepared accordingly.

Financial Summary

2012 was full of challenges and difficulties for Western Grammar being the first year. We started from scratch and gradually developed our infrastructure. During first year we procured computers for our computer lab. Two photo copiers were purchased; security cameras and alarm system were also installed on installments. Class room furniture, PABX system and cabinet for IT equipment and networking were also acquired on deferred payments. We started with small library which is rapidly growing. Growth of our library is mainly based upon the donations and community support. We have been running canteen once a week throughout 2012, the proceeds were used to buy more books for library. During 2012 teaching resources were also purchased. Staff wages were the major expense. Due to less number of students, school expenses were very high compared to the income. Therefore in 2012 school traded at loss but expecting to recover the loss within couple of years. Below is an

overview of the income and expenditures incurred during 2012.



Student's Welfare & Safety

Safe and Supportive environment is foundation for successful educational institution. Student welfare encompasses the spiritual, physical, academic, social and emotional well-being of the child. Western Grammar School recognizes the value of above mentioned factors. Western Grammar School has developed various policies and procedures to ensure that environment at the school is a reflection of safe and supportive environment. Glimpse of our policies and procedures are mentioned below.

The school uses positive and motivational measures for behavior management. School discipline policy, award policy, student welfare policy, anti bullying policy, complain resolution policy, pastoral care policy and various other policies are implemented to control and manage the behavior of students. Bullying, discrimination and anti-social behavior is not acceptable at Western Grammar School. Corporal punishment is not allowed at Western Grammar School. Reward system is used to motivate the students. Detentions are designed to retain or seize the privileges from students for a short time and are rarely used as a last option.

Western Grammar School have also developed OH&S policy, accident and emergency policy, asthma policy, first aid policy and other policies and procedure to deal with the situation related to the health and safety of the students. All our staff is first aid trained.

In addition child protection policy, student safety policy, electrical safety policy, emergency evacuation policy, lock down policy, visitor policy and other polices are implemented for the safety of young children. A school premises is secured with industrial fence and heavy duty remote control

gates. School doors are always closed to ensure the security and safety of students. Security cameras are used to monitor the entire school premises during school hours. Back to base monitoring system is also working 24 hours to monitor the school building during and after school hours.

Harmony, Respect & Responsibility

To develop mutual respect and harmony within the environment of school, weekly, monthly and yearly themes are developed at Western Grammar. There is weekly focus on specific values and desirable behavioral attributes that are promoted at assemblies, in classrooms and play grounds. It is ensured that the lessons throughout the week incorporate the core value of the week. Students who display these values in their behavior are acknowledged and encouraged.

Western Grammar Award system also acknowledges the positive student behavior and students' achievements in key learning areas. Every Friday 'Student of the week' award is given to a student in each class who achieves the highest standard of behavioral and academic attributes.

Western Grammar is committed to nurture young minds with the best of human values taught by our prophet (PBUH) and other dignitaries. By inculcating these values we want to ensure that our future is in the hands of morally responsible, respectful, honest and truthful people. It is the ultimate target of Western Grammar school to create a respectful, responsible and dutiful young generation. It is also important to create such environment among teachers, staff, parents and students. To achieve this purpose many programs are part of school activities other than weekly, monthly and yearly themes of moral lessons and PD sessions.

Learning & Teaching Environment

Western Grammar, recognising that we are a nation of immigrants, cherishes the multi-racial, multi-cultural and multi-faith nature and aspirations of our society and enjoins all its students to cultivate a Universalist outlook on life and to constantly seek to broaden their horizons in tolerance, compassion and co-operation with one another. We seek to prevent discrimination on the grounds of gender, race and religion in the classroom, in the playground, in cultural activities and in school social life. Generally our environment is based upon the well guided Islamic teaching and ideologies. Moral, ethical and humanitarian achievements of great people of the past and present are also included to develop a balanced mental approach of the students.

Curriculum & Tutoring

In 2012, Western Grammar top priority was to provide such a quality learning environment to the students where they love to stay and enjoy their schooling. With very limited resources we kept our focus on quality practice in both literacy and numeracy through the implementation of encouraging and assertive strategies. It is a fact that if the students are assertive, their learning capability is enhanced and they become more interested

Children with special needs are attracting special care and attention from the staff of Western Grammar so that they can avail every opportunity to learn the skills to live their life independently. This also ensures that they build quality relationship with each other.

Assessment & Reporting

Western Grammar has incorporated different strategies to assess a student progress in each key learning area, in each class. These assessment strategies are planned among the staff with mutual collaboration. Parents are kept on board through communication by teachers and school staff about their children progress. Parents of the students with below average performance are engaged in the process to help the child overcome their shortcomings. This process also helps the parents to adopt corrective strategies at home. This parent teacher collaboration is one of the key features of tutoring the students at Western Grammar.

Year 3 and year 5 students participated in NAPLAN in 2012. Teachers placed special time and efforts to help prepare the students perform in the test. There were special after hour classes for NAPLAN preparation. We thank all those parents who understood the need for this extra time and helped us by letting their children stay after hours for those preparations. The NAPLAN result was amazing for Western Grammar and children alike. The outstanding performance was remarkable and gave us enough confidence in what we are doing in providing quality education.

6 monthly assessment reports were prepared with lots of efforts. The reports contained detailed information about the students' progress in all areas including behavior and attendance. Generally assessments are done at the end of second and fourth terms and reports are provided immediately after exams. The report covers every aspect of students learning including behavior and attendance record of the students. These reports are thoroughly discussed by the academic manager, class teachers and parents. Reports are sent to the parents and parent teacher's interviews are conducted after the preparation of reports.

Technology Supported Learning

Western Grammar is aware of the role of technology in the current era especially in a learning environment, therefore despite the financial difficulties of first year of the school, we ensured that students should not be deprived of their exposure to the latest technologies. Setting up a computer lab was the result of our resolve to give such opportunity to our students to use and learn about computers. Our computer lab has supervised internet access and student learn how to search safely over the internet, how to safely extract information avoiding the bad effects of heaps of unnecessary data, how to use different software and so forth.

Teachers are given laptops to help them convey their ideas to the students, they are also used by the students to research and to give presentation of new learning. Western Grammar is in the process of obtaining interactive boards which will be used to introduce new concepts, consolidate learning and support learning intervention. We believe that introduction of these interactive white boards will help a lot to enhance the learning environment at the school.

Numeracy & Literacy Strategies

The development of literacy and numeracy skills has been one of top priority since beginning of the school. In the context of Literacy and Numeracy skills we are focusing both on collective as well as individual student learning plans. These plans are intended to be an integral part of teaching and learning. Learning plans are to provide students with access to appropriate strategies and to strengthen their achievement in reading/numeracy to:

- build on and extend students' reading or numeracy skills
- identify and plan for overcoming barriers to learning
- set realistic targets for the next stage of learning
- identify teaching and learning support to help students achieve their reading/numeracy targets and learning goals
- be inclusive of students' cultural, social and academic considerations

Each of our teachers focused to implement quality mathematics sessions which incorporate clearly defined elements including, number sense, introduction, consolidation and reflection.

Staff Meetings

We have set a tradition of mutual collaboration and cooperation to enhance the quality of education and to maintain the good working environment. To achieve that constructed discussions and guidance of senior staff and experts were provided through meetings and sessions. In addition to separate meetings of admin and academic staff, staff meetings are held fortnightly where all of the staff including teachers and admin meet and share their views over different issues they face. Staff meeting has been a tradition of the school since its inception. In staff meeting all issues including student's special needs, student's general and overall performance, school's environment, upcoming events, concerns, feedback and administrative issues is part of agenda. Staff meeting coordinator issues the notice of the meeting, records minutes of the meeting and follow ups the decisions made in the meetings. We generally name our meetings as staff family meeting where everyone feels like part of this family. This has caused a very pleasant working environment and everyone is so eager to take the responsibilities and to participate in the affairs to make this institute one of the greatest institutes of Australia. Usually these meetings are presided by the Principal or Academic Manager. This forum is open for all of the staff to openly discuss issues regarding school, teaching, resources, students, work environment and so forth.

Special Needs

From the beginning we welcomed those students who were not accepted elsewhere due to their special needs. We took this challenge despite the fact that Western Grammar, being a new school, didn't have access to any extra funding for such students. We must acknowledge the untiring efforts of our teachers for spending extra time with those students to bring them up to the mark where their parents are amazed to see their children performing and excelling. We will keep this enthusiasm in the years to come, and if we are able to afford or we are supported with special needs funding we can confidently say that we will perform even better. This is one of the reasons that our students numbers increased to around 80 within a year without any marketing. It is the trust of the parents and their word of mouth is compelling a lot of new parents to send their children to this new school.

We are nearly reaching to a point where we will have to stop enrolling more students till we enhance and build more facilities. It is school policy that WG will not overfill classrooms and will prefer quality educational standard over the number of students. However, if possible the school will carry on accepting challenges of grooming students with special need.

Newsletter & Writers Club

Newsletter is one of our major source of reporting our activities and performance to the parents and community members. School prints at least 2 to 3 new letters every term. Each addition of our newsletters is an improved version which is a gadget to monitor the progress of Western Grammar School. The Newsletter of the school is getting bigger and bigger just because we have so much material to add in every addition. We publish the newsletter on our site and distribute hard copies to the parents and staff members. The newsletter is also emailed to the parents and supporters of the school.

Other great benefit of newsletter is to develop and enhance the writing skills of staff members and the students. Journalism is one of the important fields of human society therefore it is important to utilize and enhance the writing skills of students and staff. Western Grammar School aims to develop the intellect of journalism within the school community through newsletters, magazines and writing competitions. For this purpose writers club is in the school plan, parents, school staff and shining students will be the members of writers club. Members of writers club will be encouraged to participate in the interstate and interschool writing competition.

Parent, Student & Staff Collaboration

As a result of good performance, parents are so satisfied that they are offering services and all type of support that is required for the establishment of Western Grammar School. We hope and promise that our restless efforts will continue and our commitment with the community to provide them best educational institution will remain intact.

Currently parents, teacher and staff collaboration is being done through electronic communication and face to face meetings. Parents have participated in the events of the school. Some parents have taken an initiative in providing services to the school. Some parents have offered technical services on volunteer basis. Feedback through parent teacher interviews and letters from parents are regularly being received. To further enhance this collaboration in making parents contribution more frequent and effective to improve the school services it is planned to form a parent body.

Parent body will be provided additional access to information related to the progress and development of the school. Parent body will be given extra right to receive complains from concerning parents and would be able to formally address their concerns. Increasing role of parents in the academic affairs of school and in the welfare of students and school community is one of the visions of governing body of the school.

It is also being discussed that online library for the parents and community should be developed by the school. An on-line forum for the parents is another idea of Western Grammar School.

Our Achievements

Our achievements can be categorized in the following few categories:

- Our Academics
- Students' achievements
- Students' number
- School Image

We have completed several milestones since the beginning. There are several assessment methods including teacher's assessments, projects and presentations to measure achievements. NAPLAN is one of the sources of academic assessment where schools participate to diagnose individual learning needs and reviewing whole teaching program. NAPLAN assesses aspects of Literacy & numeracy in year 3 and 5. It provides valuable information about students' achievements in Literacy and Numeracy. Analysis of the results is used at school level to enhance these outcomes for all students.

Being the first year we cannot compare this with our previous performance however if we compare it to the national average, we have performed exceptionally well in 2012. In addition our internal assessment system, parents' feedback and rapidly growing image of the school are gadgets for our achievement.

We started with K – 4 and within one year we received the initial registration for year 5 & 6, and five years registration for K to 4. School has applied for the registration of year 7 & 8. During the inspection of BOS in June 2012, the remarks of the inspectors were extremely encouraging and school counts those encouraging remarks as one of our achievements. Although parents are compelling to start all the secondary classes at once however in consultation with BOS and some other experts, school has decided to progress gradually.

Another best achievement which can be used as a benchmark is the growth in the enrolment and influx of parents with new applications for 2014. We reached to the student number of around 80 and around 50 applications for 2014 are already in hand. Public Image of the school without any marketing, street signage or advertisement is one of the achievements. In terms of student performance schools gave admission to the students who were not performing or were struggling elsewhere and have medical issues like autism and ADHT.

Parents of all those students are astonished to observe significant change in their children and improved performance after enrolling them at Western Grammar. Those parents have provided written feedback and strong reference of school in the community.

Conclusion

Western Grammar School is on its path to achieve the objectives by implementing valuable educational themes and philosophy. The progress and improvement is beyond our expectations. Team of Western Grammar School is confident that this institution will reach to a status of quality educational institution very soon. Western Grammar School will be an icon and useful amenity for the local community of Australia. All relevant information about the school can be obtained from our school website or by sending written requests to the following contact details.

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