



Western Grammar School

KNOWLEDGE IS THE ULTIMATE SOLUTION



Annual School Report 2013

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ABOUT THIS REPORT

Western Grammar School, Plumpton is a registered educational institution and holds the registration certificate issued by Board of Studies, Teaching and Educational Standards (BOSTES) for Kindergarten to year 8. 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 governs and oversees the major affairs of the school.

The school annual report 2013 provides to the community and to the governing bodies fair, reliable and impartial information about school performance, measures and policies as determined by the Minister for Education. The school report outlines information regarding School review of the developments of the major interest and improvement initiatives taken by the administration during the year. This report also outlines the achievements arising from the implementation of school action plans.

Accordingly this report also demonstrates accountability to regulatory bodies, the parents 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 means of communications used by school to provide constant but important information’s to the school community, parents and members of school board. This report will be shared with the parents and the community at large. It also will be published on the school’s website by or before 15th of July 2014.

Further information about the school and this report can be obtained by using the following contact details and methods:

Western Grammar School

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Principal Mr. Irfan Afzal
Date 15 June 2014

SCHOOL PROFILE

Western Grammar School is a co-educational school located in Plumpton. The school caters for the students in K-8 and enrolment at the end December 2013 was of around 80 students. Western Grammar School started its operation in March 2012.

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 pursuit of knowledge and not the knowledge in pursuit 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 endeavour to offer quality educational institution where quality teaching and learning environment is the main focus 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.
- Places priority on basic skills in reading, language and mathematics.
- Provides a balanced educational experience for pupils, covering all areas of the curriculum to recognise and develop different abilities.
- Encourages maximum effort and regard for achievements at all levels.
- Provides opportunities to further develop ICT skills.
- Seeks and encourages a two-way contract between home and school for mutual trust.
- Utilises the extensive potential and interest of the parents for the ultimate benefit of the students.

The School main aim is the development of the whole personality, intellectually, spiritually, socially and physically and the development of individual talents and abilities.

INAUGURAL

Year 2013 kicked off under the supervision of well-founded and competitive school board. The Chairperson of the school board and other members are related with the field of education and they are highly experienced.

We have developed computer lab for our students and school is in the process of getting more smart boards, projectors, equipment and furniture's that is an essential requirement for our new classes and older students. New computers are also installed in the class rooms.

The proposed plan for new building is in process and we hope to improve our facility in 2014. It is also anticipated that a proper canteen facility will be available in 2014. Schools' uniform being prepared with 100% individual effort of school staff containing schools own colour scheme based on the school theme and educational context. It is anticipated that by of before the 2nd term of 2014 school will have its own uniform.

School is in the process of developing school plan, which will be based on number of committees, will mainly work for behaviour management, welfare and safety of the students at Western Grammar.

MESSAGE FROM CHAIRMAN SCHOOL BOARD, DECEMBER 2013

What a busy and fruitful wind-up to 2013. Following our 2013 annual assembly and graduation in December 2013, we saddled up for the 2014 challenges.

Western Grammar School has grown from infancy to stability within a year and there are exciting times ahead by the grace of Allah and the Board will continue its efforts to support the development of this new school to serve the community in the west of Sydney. We have exceeded our target of 100 students and started 2014 with 125 students.

Unfortunately due to high demand and our limited capacity we regretfully had to place some kindergarten applications on the school's waiting list and we hope we can cater for them in the near future.

Western Grammar School continues to strive in order to provide quality education to our children. To support quality education, spiritual and social development, we have inspiring working environment and highly committed staff. The School will continue with infrastructure improvements as demands increases through enrolments.

I encourage the staff and students to continue with their dedication and the trust that the management has placed in them. This journey which you have taken with Western Grammar will mark the history and leave the legacy behind for generations to come.

I continue to see hope in the future for our children as Western Grammar excels itself with a strong foundation for its graduates to become dedicated Australians.

The Board as a whole and through its committees has addressed various improvements in its governance responsibilities throughout the year. In conclusion, my very sincere thanks to fellow Board members for their commitment and I look forward to their support throughout the 2014 and to the mentors and teachers – you have a well-deserved break. You have taken pride in your work and collaborated with your colleagues in all educational matters within a team environment where you had the student interests as your first priority.

MESSAGE FROM THE PRINCIPAL

2013 was a year that felt like a guest who came to give a bundle of flowers and fragrances and departed quickly without any delay. An emotional time that brings tears to the eyes.

Words are inadequate for thanking Almighty Allah (SWT) for providing us with the ability to work for this noble mission of establishing an educational institution with the purpose of playing a role in forming the character of our next generation. After that, I must express my gratitude to the parents, community, teachers, staff and the school board for their valuable contributions. Similarly, I must also thank the exceptionally helpful, kind and professional staff of the Board of Studies, Association of Independent Schools, Institute of Teachers, Department of Education and Communities, DEEWR and other authorities.

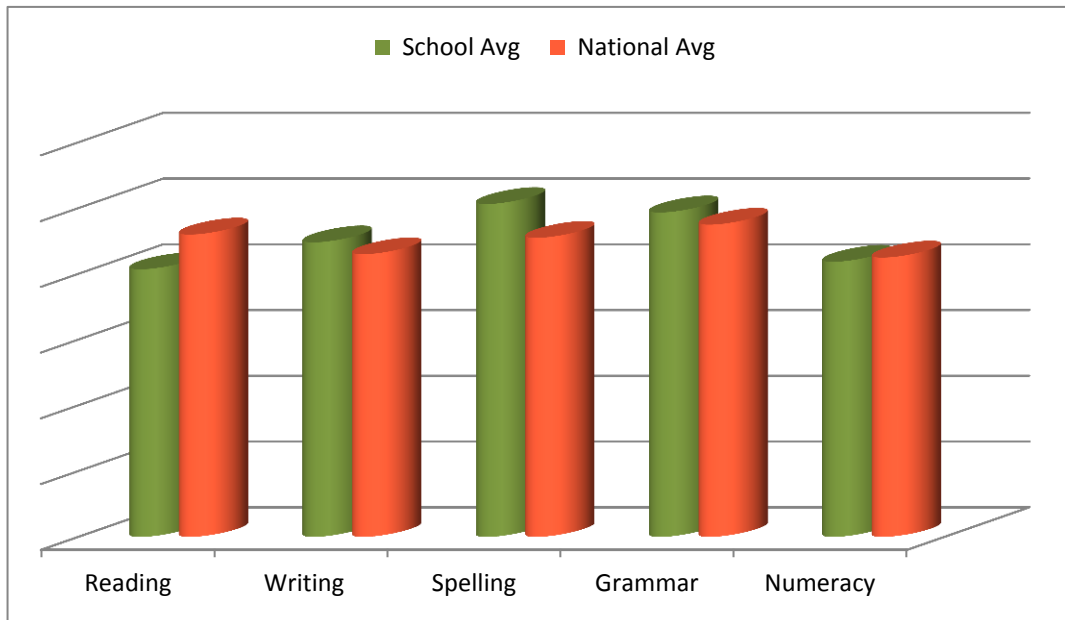
On the basis of our previous performance and the extremely positive feedback from the community and parents, I strongly believe that 2014 will be an extra-ordinary year of growth for Western Grammar School.

2014 will prove to be a big milestone in the long journey ahead. The exceptional advantage we have this year is a young, energetic and dedicated team at Western Grammar School. I hope students and parents will continue to enjoy the learning and schooling at Western Grammar in 2014 and beyond. As usual, I conclude my message with the request for members of the Western Grammar family to continue their affiliation with Western Grammar School.

SCHOOL PERFORMANCE

NAPLAN 2013

Students from Year 3 and Year 5 participated in the NAPLAN test in May 2013. The overall result in all KLAs is depicted in the below graph.



We urge parents to look for the positives from their child's results and rather than focusing on whether they have achieved band 7 or 8. We expect that all parents will view the results with a critical eye, improvement focus and observing for movements in the right direction in their child performance. Now that the NAPLAN results have been released and can feed the appetites of parents who were starved with anxiety and hope, we find this a good opportunity to discuss how these results should be interpreted.

Some students joined our school just before the start of NAPLAN 2013, which have affected the school results to some extent but school is generally satisfied with the overall result of our students. NAPLAN results should not be viewed in isolation rather together with school based assessments and school reports.

STUDENT ENROLMENTS

Being the second year of our operation the community response has been quite encouraging. The fruits of our teams' hard work came back to us as a surge in enrolments. The student enrolment increased more than 100% comparing with our enrolment of 2012. This is a significant increase can be considered one of the benchmark for our school's performance.

School 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. Entry tests are used as benchmark to assess the performance of student throughout the year. 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 as at August 2013	
Boys	42
Girls	32
Total	74

STUDENT ATTENDANCE

Western Grammar Schools attendance policy is also available at school's website. School monitors students' attendances very carefully. There is attendance register for each transport service carrier who is bringing students to the school and taking them back. Within 10 to 15 minutes after the 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 contact with the parents of absent students on daily basis it is not a burden and does not require much efforts and time. However daily based contact is proven to be very effective and best way of communication with parents. This also demonstrates the concern of school about the safety and wellbeing of the students. This procedure improves the rate of attendance and reduces the unnecessary leaves taken by the students.

Parents are required to provide sick note on the prescribed forms if a child is absent from the school due to sickness. Upon persistent sick leave parents are requested to provide a medical certificate issued by a registered medical practitioner. However sick leave is not counted as absentee.

Parents of the students who required leave other than sick leave are requested to fill up a formal leave request 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 the reasonable limits or approved time, and through the disclaimer schools warns the parents/guardian about the consequences including necessary reporting to the relevant authorities. Extra absentees or none attendance or poor attendance of students are also recorded on the 6 monthly progress reports of the students.

Student's Attendance Record of 2013 (%)		
Class	Attendance %	Absent %
Kindergarten	93.5%	6.5%
Year 1	96.9%	3.1%
Year 2	98.1%	1.9%
Year 3	97.8%	2.2%
Year 4	99.0%	1.0%
Year 5	96.3%	3.7%
Year 6	98.6%	1.4%

KEY POLICY OUTLINE

ENROLMENT

Western Grammar (WG) aims to provide education for children a supportive and educational environment. The School teaches the NSW Board of Studies curriculum and Islamic Studies subject to the enrolment and needs of the students. All parents and students are expected to support the ethos of the school. First preference of admission will be given to those students who have siblings attending the school subject to the fulfilment of other criteria determined by the school from time to time. Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment.

WELFARE

At Western Grammar School teachers are like parents who nurture their children, by providing culturally engaging and academically rigorous education which equips children to live a successful life

This means that, as a community of staff, students and parents and caregivers, we seek to treat each other in a way where the well-being of the students is closely tied to our mission.

We aim to:

- make the school a safe place to work and play
- witness the noble qualities of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control

Specifically, Western Grammar School is committed to:

- a safe and nurturing environment in which students can learn
- effective teaching and learning experiences which engage students in the activities of the school, including extra-curricular activities
- a fair and effective discipline system which encourages good behaviour and seeks to improve the behaviour of students who do not behave well
- an environment in which students can come to understand how God has given them abilities and gifts and how they can use them
- an understanding that God has made us with many different strengths, and that we need to be accepting of and loving towards those who are different from ourselves
- an environment in which it is clear that bullying, violence and aggression are unacceptable
- a community in which parents, students and staff can communicate well with one another
- staff who are committed, well qualified teachers and who seek to care for and nurture the students in their care

CHILD PROTECTION

Specific requirements are set out in the Child Protection Policy and procedures, among others. These include:

- ensuring that staff appointed are fit and proper people to occupy those positions through interviews and employment screening
- requiring staff to commit to a Staff Code of Conduct, which is actively monitored

- training staff in Child Protection and Anti-Harassment/Anti Bullying measures
- implementing procedures to identify when a child is at risk of harm and to notify the proper authorities
- implementing procedures to notify and investigate complaints of improper conduct by staff and report to appropriate authorities
- recognising that dealing with bullying is the shared responsibility of parents, staff and students
- establishing procedures which will ensure an effective response to incidents of bullying & harassment

ANTI-BULLYING

Bullying is when a person or group of people with more power at that time deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

Bullying is an act of aggression which causes someone to feel fearful, threatened, embarrassed, and excluded or in pain over an isolated period of time or repeatedly for an extended period of time.

Anti-bullying Policy provides a procedure to ensure that any form of bullying are dealt with appropriately. The school will ensure a safe environment for all, free of all sorts of bullying including physical, verbal, exclusion, sexual and cyber bullying, through diligent yard supervision, astute classroom observation and adherence to the discipline policy. The school will provide a supportive environment that encourages and allows students to develop feelings of belonging and trust.

DISCIPLINE

Western Grammar's Discipline Policy is based on the following principles. It recognises the primacy of restoration of relationship over substantive issues and seeks to address relationship breakdown first if required. Discipline should:

- be founded on love and concern for the child and those around him/her
- contribute towards a student's growth; thus it may involve repentance, reconciliation, restitution and fair opportunity for correction and improvement
- include positive and negative elements - confirming, commending and encouraging, as well as correcting, reproofing and punishing
- be clearly defined as to expectations and, wherever possible, be exercised promptly

- be consistent and administered fairly
- reflect on the action or attitude, not the person, so that it is clear we love the child
- take into account the maturity of the child
- seek to develop self-discipline and thus not depend too heavily or exclusively on external motivation, such as structured rewards and punishments

COMPLAINTS AND 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

BEHAVIOUR MANAGEMENT

Behaviour management is one of the most important issues for almost each and every school in the world. All schools come across students who are disruptive, disorderly and in some cases psychologically and physically vulnerable. At times this problematic behaviour escalates when other students within the classroom are affected and consequently having a negative effect on the entire classroom environment. Managing these students is one of the challenges for all teachers and eventually for the school to deal with such cases.

As the size of the school increased we had to face a few behavioural issues which enabled us to implement our behaviour management policy. During our professional development session throughout 2013, it has been the core agenda point where strategies were discussed to help staff handle these situations. As a result well thought behaviour management system is prepared that contains step wise measures such as warning slips, demerit points, detentions, suspension and expulsion. Accordingly our behaviour management policy and procedure was revised and properly communicated to the students and parents before its implementation.

SAFE AND SUPPORTIVE ENVIRONMENT

A safe environment is a foundation for successful educational institution. Student welfare encompasses the spiritual, physical, academic, social and emotional well-being of the whole child. Western Grammar School recognizes the value of above mentioned factors. Western Grammar School has developed various policies and procedure 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 behaviour 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 behaviour of students. Bullying, discrimination and anti-social behaviour 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. Harsh actions such as suspension and expulsion will be rarely used as a last option, again to maintain the safe supportive environment by eradicating disruption caused by some problematic students.

Weekly monthly and yearly themes are developed at Western Grammar, there is a whole-school weekly focus on specific values and desirable behavioural 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 behaviour are acknowledged and encouraged.

Western Grammar Award system also acknowledges the positive student behaviour and student's achievements in key learning areas. Every Friday 'Student of the week' award is given to a student in each class who stays ahead in any of the behavioural or academic attributes.

Western Grammar is committed to nurture young minds with the best of human values taught by our prophet (PBUH) and other great dignitaries of human history. By inculcating these values we want to ensure that our future is in the hands of morally responsible, respectful, honest and truthful people. Western Grammar School have also developed WH&S policy, accident and emergency policy, asthma policy, First aid policy and other policies and procedures to deal with the situation related to the health and safety of the students. All our staffs are 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. 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 and back to base monitoring system is also working to monitor the school building after school hours.

ACADEMIC & EXTRACURRICULAR ACTIVITIES IN 2013

BOOK FAIR

Book week was conducted in week 6 from the 19th - 23rd of August 2013. Kindergarten to year 6 was involved in many activities during Book Week. Students and parents eagerly participated in this activity and considerable amount of books were sold to the students during book week.



We purchased many resources including reading books for our school's library from Scholastics. Other activities which were conducted during Book Week included students creating their own story books in class, writing narratives and reading many different story books throughout the day. Book Week was a great way to encourage students to develop the love for reading books. Many students had the opportunity to explore story books in different contexts.

SCIENCE WEEK

Students at Western Grammar participated in Science Week this term. Proceedings were held right throughout Australia and offered an array of activities with everything from science festivals, open days to online activities.

Students at Western Grammar made great preparations to make this event exciting, educational and inspiring for all. Students through K to 6 demonstrated many fun and

exciting experiments. A special thanks to the students from year 5 who made special efforts to closed science week 2013 with a wonderful special presentation.



CHARACTER PARADE

This was another wonderful activity of 2013 where student enjoyed a lot and parents were invited to cheer up their children. Everyone was excited, students were given a character profile to fill out and bring in on Friday for their character parade. Students had the opportunity to bring a book character to life by dressing up as their favourite book character and parading their outfit to all parents. One of my favourite character outfits was by Mikhail Maulana in kindergarten who came dressed up as Mr Crocodile in the book 'Never Smile at a Crocodile' by Jack Lawrence & Frank Churchill.



RAMADAN COMPETITION & EID FUN DAY

Eid Fun Day proved to be another very exciting day for all students. Student attended in their cultural dresses. During the first half of the day they attended their regular classes and in the remaining half day they had lots of FUN.

On this day awards were also given to those students who collected the most money to help the needy and poor. A trophy was given to year 1 & 2 by the president of National Zakat Foundation (NZF) for being winner and No. 1 donor. Year 1 & 2 have collected the most donations for poor and needy people in the school



SPORTS

The importance of sports and games in school encompasses more than just the benefit of physical activity. It increases self-esteem and mental alertness. It is widely known that healthy body is inevitable for healthy mind. PDHE is one of the major subjects related to the physical activities. Therefore school sports and games are necessary for each and every student of the school with no limit to age of the child.

AFL

AFL coaching classes were arranged for all the student of Western Grammar School in 2013. Two coaches were hired who provided training to our students throughout term 2 & 3. The Students had their first AFL lesson in week 3 of term 2 and they loved it! They were all engaged in practicing their kicking, catching and throwing skills.



SPORTS CARNIVAL 2013

Wednesday 5th September 2013 was another exciting day for the students of Western Grammar School. Lots of games and activities took place on the Charlie Bali Reserve at Doonside.



In the 50 metre, 100 metre and 400 metre relays, everyone was so delighted; parents & teachers also participated



Long jump was an exciting event which students enjoyed immensely.

This is because Western Grammar conducted its annual athletics carnival at Charlie Bali Reserve. Staff members of Western Grammar were flat-out all day conducting close to a total of 50 individual events, ranging from novelty activities such as three legged races, to track and field such as high jump and shot put.

WESTERN GRAMMAR TEACHING & OTHER STAFF'S PROFILE IN 2013

Western Grammar School employed 5 (FTE) teaching staff in 2013. 3 full time Australian qualified and 3 to 4 Australian qualified part time teachers were part of the teaching team. All our teaching staff members were registered and accredited by institute of teachers and were approved for teaching Australian curriculum.

Western Grammar School had 4 (FTE) admin staff members. Principal, Admin Manager, Office Coordinator, Office Clerks and Accountant were the members of Western Grammar Admin team. Some part time and casual employees were also part of the team. The school's

FTE staff remained active, busy and energetic throughout the year 2013, they worked with dedication and passion. This team will be known as pioneers of the Western Grammar. The entire team of WGS is multi-skilled. The Principal have extensive amount of administrative experience. Almost all of the members of WGS team are university graduates and they are extremely passionate about their professions. There is good understanding and team spirit among the staff of Western Grammar. Working environment of Western Grammar is pleasant, effective and comfortable

TEACHER PROFILE, STANDARDS & RETENTION

All our teaching staffs member in 2013 were Australian qualified holding relevant qualification required to teach primary classes. Teachers were approved and accredited by IOT (Institute Of Teachers).

At least three teachers left the school this year due to the personal/domestic reasons and they are currently not in work force. They are all very eager to join the team of Western Grammar once they are ready to return to the work force.

Western Grammar is rapidly growing and eagerly looking for more dedicated staff who would like to be a part of Western Grammar family.

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. Western Grammar School is conscious about the working environment and gives utmost importance and value to the educational and working environments. This issue is part of our each and every staff meetings' agenda and this remained one of the important items on the agenda of almost all the PDS in 2013.

CURRICULUM & TUTORING

In 2013, Western Grammar top priority was to provide such a quality learning environment to the students where they love to stay. At Western Grammar we keep 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 capacity and capability increases, and they become more interested in academic achievements.

Children with special needs attract special care and attention from 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 and 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 his/her shortcomings. This process also helps the parents to adopt corrective strategies at home. This parent teacher collaboration is also one of the key features of tutoring the students at Western Grammar.

Year 3 and year 5 students participated in NAPLAN in 2013. 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 are also prepared with lot of efforts and detailed information about the students' progress in all areas including behaviour and attendance. Generally assessments are done at the end of second and fourth terms and reports are provided immediately after exams. These reports are thoroughly discussed by the academic manager, class teachers and parents. 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 the first year of the school, we ensured that the children should not be deprived of their exposure to the latest technologies. School acquired smart boards and improved the computer to provide opportunities to the students so they could learn about computers and various skills through the computers. Our computer lab has supervised internet access and student learn how to safely search over the internet, how to safely extract information from 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 used by the students to research and for presentation of new learning. Western Grammar is in the process of procuring more interactive boards which will be used to introduce new concepts, consolidate learning and support learning intervention. We believe that introduction of more equipment's and technology including 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 the beginning of the school. In the context of the 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 them with access to appropriate intervention strategies 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 is focused to implement quality mathematics sessions which incorporate clearly defined elements including: number sense, introduction, consolidation and reflection.

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 behaviour 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. Student were taught and tested for all three strands and their reports were prepared accordingly.

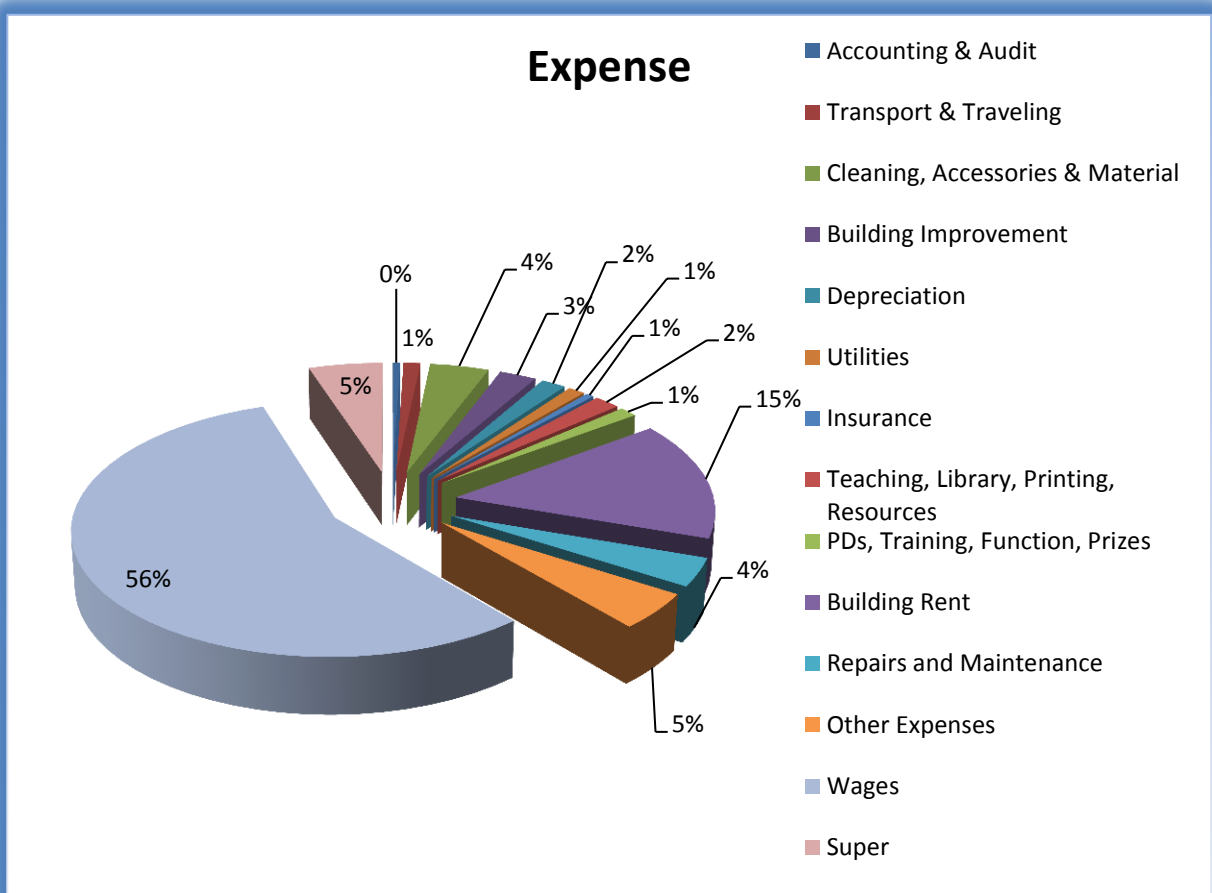
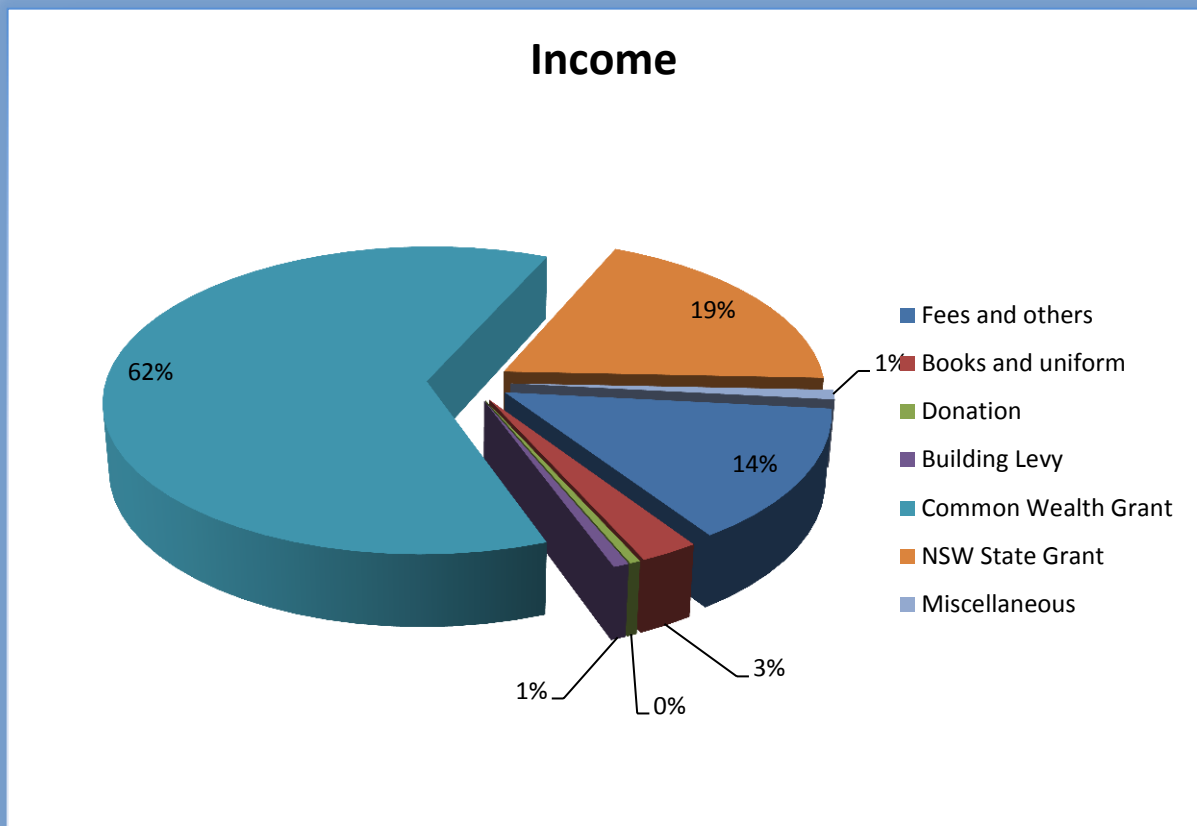
FINANCIAL SUMMARY

2013 was another challenging year for Western Grammar. We started from scratch and gradually developed our infrastructure. During this year we were able to procure a lot of teaching resources, we tried to equip our classrooms with latest technology. Class rooms were provided with new furniture and cabinets for keeping teaching resources available in the classrooms.

Our library kept on growing slowly but steadily. This library is growing with the help of the community members and donations. We have been running canteen once a week throughout 2013; the proceeds were used to buy more books for library.

During 2013 teaching more resources were also purchased. Staff wages were the major expense and we were under severe pressure during this year 2013. Number of staff increased due to the additional classes. We had to spare funds for furniture and classrooms equipment's. Ongoing cleaning/maintenance and repair/maintenance and other costs were also few of the major part of expenses. Despite of the unknown and unexpected expenses, and being new establishment in year 2013, school did not make loss, rather some profit was gained during the activities of School. However in 2012 school traded at loss and this year profit will just offset a minor portion of last year loss. Our school board is pleased and happy with the financial performance of the school as school has become almost self-sufficient.

Below mentioned charts of income and expenditures is an overview of the financial performance of the school during 2013.



STAFF TRAINING & PROFESSIONAL DEVELOPMENT:

At western Grammar, it has become part of schools obligation to provide maximum opportunities to the teaching staff for their training and professional development. During 2013, at least 8 PDs were organised, presenters with vast experience of different field presented sessions and gave lectures. Majority of the school board members are also related to the field of education and they have also contributed towards the professional development and training of WGS. Other than academic session's issues such as best working environment, motivational measures and positive reinforcement for the students, how teachers being role model can influence students for their best learning and academic achievements were few major topics during 2013. Various other methods were adopted for the training and professional development of staff at WGS.

At Western Grammar, we have also established a tradition of mutual collaboration and cooperation to enhance the quality of education and to maintain the working environment. In addition to the 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, minutes of the meeting and follow up the decision made in the meetings. We generally name our meeting 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 over either by the Principal or Academic Manager. This forum is open for all of the staff where staff can openly discuss their issues regarding the school, teaching, resources, students, work environment and so forth.

SPECIAL NEEDS

From the very beginning we welcomed those students who were not accepted elsewhere due to their special needs because a lot of school does not cater for such students. We took this challenge despite of 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 were amazed to see their children performance. We will keep this

enthusiasm in the years to come, and if we are able to tap some special needs funding we can confidently say that we will perform even better. This is one of the reasons that our numbers soar to 80 within a year without any proper advertising, it's the trust of the parents and their word of mouth which is compelling a lot of parents to send their children to this new school. We are nearly reaching to a point where we will have to stop the influx of students till we improve our facilities to provide best service and educational environment to the students of Western Grammar.

NEWSLETTER & WRITERS CLUB

Newsletter is one of our major sources of communications, reporting our activities and performance to the parents and community members. School prints at 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 are also publishing newsletters on our site and distribute hard copies to the parents and staff members. The newsletter is emailed to the parents and supporters of the school.

Other great benefit of newsletter is to enhance the writing skills of staff members and the students. It is important to utilize and enhance the writing skill of students and staff. Journalism is one of the important fields of human society and through our newsletters we can develop at least some sense of journalism within the community of Western Grammar School. School has formed a newsletter committee, and that committee supervises the process and ensures the input of each and every staff members.

The newsletter is improving day by day and every edition is an improved and more attractive version of our school newsletter. School is also in the process of forming writers club which will participate in the national and international competitions. Parents, school staff and shining students will be the member of writers club. Members of writers' club will be encouraged to participate in all the available opportunities of the interstate and interschool writing competition.

PARENT, STUDENT & STAFF SATISFACTION COLLABORATION

Currently parent, 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 letters received from the parents. Parent teacher interviews are conducted on regular and as per requirement of each student. Frequent meetings with the group of parents for an update and their feedback are also part of routine activity of the school teaching and admin staff. Principal endeavours to meet with the parents frequently for their feedback and concerns.

To further enhance this collaboration to making parents contribution more frequent in terms of improvement in the school services it is planned to form a parent body. Parent body will be provided additional access to the progress and development of the school. Parent body will be given right to receive complains from the parents and formally address their concerns. Increasing role of parents in the academic affairs of school and welfare of the 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

In terms of student's performance and overall growth, school achievements can be regarded by using various methods. Following are the main categories of the school achievements:

- Overall Academics Performance
- Students' achievements (Naplans & ICAS)
- Schools' exams and 6 monthly reports
- Growth in the enrolment
- Financial viability
- Parents Feedback & School Image in the community.

There are several assessment methods including teacher's assessments, projects and presentations. 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 result is used at school level to enhance these outcomes for all students. If we compare school's average performance with the national average, we have performed exceptionally well in 2013. Our students' performance can be referred above in Principal's message. In addition our internal assessment and parent feedback and rapidly growing image of the school is a gauge 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 applied for the registration of year 7 & 8 and that application was also approved in 2013. Although parents are compelling to start all the secondary classes at once however school has decided to adopt a strategy of gradual progress rather than rapid progress.

The best achievement which can be used as a benchmark is the growth in the enrolment and influx of parent with new applications for 2014. We reached to the student number of 123 at the end of 2013 by including the enrolment for 2014. Public Image of the school without any marketing, street signage or advertisement is one of the benchmark for our achievements. Parents of most of the students are astonished to observe significant change in their children and improved performance after enrolling them at Western Grammar. Another benchmark for our achievement is that in the second year of the operation of school, the school have traded in profit as per audited report of 2013.

CONCLUSION

Western Grammar School is on its path to achieve the objectives by implementing valuable theme and philosophy. The progress and improvement in year 2013 is beyond our expectations. Team of Western Grammar School is confident that this institution will reach to the status of quality educational institution very soon. Western Grammar School will be an icon and useful amenity for the local community of Australia.

Western Grammar School

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