



Western Grammar School

KNOWLEDGE IS THE ULTIMATE SOLUTION



Annual School Report 2014

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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 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 to the school community, parents and members of the 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 on or before 30th of June annually.

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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Website: westerngrammar.com.au

Principal Mr. Irfan Afzal

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 2014 was of around 133 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 go through our vision by developing an infrastructure with a network of service providers, to provide affordable, accessible and quality education, and operational expertise across Australia. We endeavour to offer a 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.

2014 SCHOOL YEAR

The 2014 school year continued with our experienced school board providing excellent leadership, which allowed us to continue achieving better results. Our chairperson and school board provides a wealth of experience in the field of education and has been one of the major factors of our continuous growth.

With increased student numbers we had to improve facilities to cater for the growth. In 2014 new classrooms, improved IT infrastructure and other facilities were organised. The development application for the new building was also approved and the construction work of the new building has started.

MESSAGE FROM CHAIRMAN SCHOOL BOARD, DECEMBER 2014

As Chair of the Western Grammar School, I am proud to present the School's Annual Report for 2014, a year of significant progress and achievements. 2014 started with lots of enthusiasm and energy to deal with the forthcoming challenges. The year with many new student faces. This is a great sign of public recognition and performance indicator for the School. The interest in the School with new students is surely a great sign of public recognition.

Western Grammar School has completed almost two years and 9 months of its operation, and within such a short span it has grown to 135 students in 2014. The school has almost established its existence and now moving ahead towards further achievements and targets. It has been recognised that the school devotedly serving the community in the west of Sydney. We have exceeded our target of 100 students and are going to start 2015 with 165 students.

In 2014 one of the most significant achievement for WGS was the approval of Development Application for the new building, which lead us to commence construction which is on its way and will hopefully be completed at the end of 2015 for full occupation in beginning of 2016. School has arranged temporary portable building to cater the high school classes. More teaching and administrative staff joined the team of Western Grammar School.

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 as the chairman of the school board would like encompass my level of satisfaction in relation to the performance of the schools leadership and staff members. On behalf of the Board I would especially like to thank our Principal Mr Irfan for his leadership and direction of the School. I encourage the staff and students to continue with their dedication and the trust that the management has placed in them. This journey which has been taken by the pioneers of 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. I am confident that as we look to 2015 and beyond, with community support will position us well for a successful future.

In conclusion, my very sincere thanks to fellow Board members for their commitment and I look forward to their support throughout the 2015 and to the mentors and teachers – you have a well-deserved break.

Subhan Ali JP

B.Arch, RAIA, GradDipBS, GradCertFM, CFM

**Western Grammar School
Board Chairperson 2014**

MESSAGE FROM THE PRINCIPAL

2014 was a very productive year for staff, students and parents of Western Grammar school. Increased student numbers showed that the community has confidence and trust in what we have accomplished at WGS. With increased numbers we had to employ additional staff and this was done very carefully to enable us to find the right fit and ensure we are able to build on our past success.

Students were given every opportunity to flourish in our caring and supportive environment we created at Western Grammar school. Community feedback was encouraged to assist us to improve our processes at WGS. Parents were given many opportunities through different forums to provide this valuable feedback. This was taken on board and worked through diligently to ensure we reflected parent concerns and suggestions.

Since our inception in 2012, our growth and rapid expansion in terms of facilities is encouraging to say the least. This has been achieved through the guidance of our school board and dedicated staff.

With plans approved for our new building the future looks bright and the air is filled with excitement by all, including students and the wider community. We pray we are able to continue our success and serve the community the best we can. A big thank you to all our excellent staff, parents and school board for a very productive 2014 school year.

Irfan Afzal

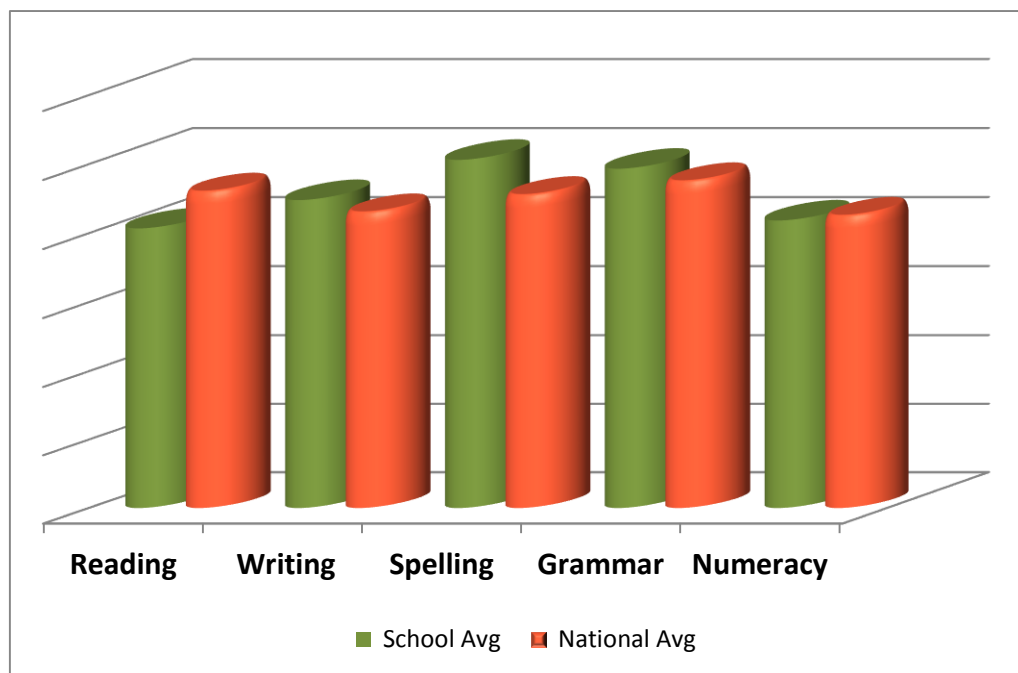
Principal

Western Grammar School

SCHOOL PERFORMANCE

NAPLAN 2014

Students from Year 3, Year 5 and Year 7 participated in the NAPLAN test in May 2014. The overall result in all KLAs is depicted in the below graph.



During 2014 students in years 3, 5 and 7 sat for the annual Naplan tests. As a school we are constantly improving the levels of students and Naplan provides an overview of their performance in the areas of literacy and numeracy. The results of 2014 indicates that there is significant improvement in the performance of students as compare to 2013. Relaying this information to parents is a very important aspect of our operation, this will enable parents to better understand the purpose of Naplan testing. In order to provide feedback to parents it's important they understand the purpose of NAPLAN.

What is the purpose of NAPLAN?

What do these examinations tell us about the student?

Firstly, these NAPLAN examinations are designed to assess cumulative literacy and numeracy skills which the child has developed over previous years of schooling, **not** to assess short term literacy and numeracy progression.

For this reason, providing extra emphasis on these examinations in the form of NAPLAN specific preparation will not provide an accurate reflection of the progressive literacy and numeracy skills that should have been gained by the student over years of education. ACARA, the regulatory

body responsible for NAPLAN, makes it clear that these nationwide examinations test core elements of the curriculum. Hence, the best preparation schools can adopt is to teach the curriculum effectively. Every time a student sits in an English or Math lesson, they are, by definition and by design, preparing themselves for the skills required to succeed in NAPLAN.

In addition to this, the NAPLAN results only provide a 'snapshot' of a student's performance at one particular point of time. This prompts the question, how should we interpret NAPLAN results? We should be asking 'How much improvement has there been since your last NAPLAN examination?' .We should encourage and applaud students who have shown progression and movement through their respective stages. A student who has moved from a band 3 to a band 5 deserves appreciation for 'succeeding' in his or her NAPLAN endeavours just as much, if not more, than a student who has remained stagnant at a band 7 or 8 level.

STUDENT ENROLMENTS

Student enrolments has increased by approximately 80% during the 2014 academic year, which is testament to the hard work of our team at WGS and the increased community confidence. We have lots to be proud of during our infant years and with more experience staff at our disposal we can see significant growth in future.

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 exams 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. Tests are also important to make sure that students' progress at Western Grammar is gradual and satisfactory. **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 2014 | |
|------------------------------------|-----|
| Boys | 69 |
| Girls | 64 |
| Total | 133 |

STUDENT ATTENDANCE

Western Grammar Schools Attendance policy is available on our school website. WGS 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. Student attendance are marked in class and students are given until 8:45am otherwise they will be marked absent. Late arrivals need to contact admin office to fill in forms to explain late arrivals at school. This procedure is adopted to monitor which students regularly arrive late at school. This gives us the opportunity to address these issues with the parents.

Parents of students who are absent from school will be contacted to explain reasons for absence and asked to fill in absent notes. WGS has adopted this procedure to ensure that students are safe and their absence from the school is justifiable. Contact with parents has 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 notes on the prescribed forms if a child is absent from the school due to sickness. Medical certificates are required when students are away for extended periods of time due to health related issues.

Student Attendance Record for 2014 (in percentage)

| Class | Absent (%) | Attendance (%) |
|--------------|------------|----------------|
| Kindergarten | 7.80% | 92.20% |
| Year 1 | 5.91% | 94.09% |
| Year 2 | 4.76% | 95.24% |
| Year 3 | 3.04% | 96.96% |
| Year 4 | 5.72% | 94.28% |
| Year 5 | 4.54% | 95.46% |
| Year 6 | 3.45% | 96.55% |
| Year 7 | 3.47% | 96.53% |
| Year 8 | 4.67% | 95.33% |

Parents of the students who require 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 during the time of absence from school. The leave needs to be requested in advance and approved by the Principal. This will allow us to monitor the absences of students and provide support to students during their time away from school. We encourage all parents to limit their child's absence from school and to only travel during school breaks. Extended absences or unexplained absences will be reported to the school liaison officer and records will be transferred to student folders. Student records will be kept for a period of 7 years before archiving.

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 their enrolment. For further details regarding the school's enrolment policy visit our website.

<http://www.westerngrammar.com.au>

WELFARE

Western Grammar School's staff provide caring and professional environment. Our staff is well equipped, courteous and vigilant about the welfare of students at all time.

It's our aim to treat each student in a way where that well-being of the students is closely tied to our mission.

We aim to:

- make the school a safe place to learning place
- 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

Further details relating to our Child Protection Policy is available on our website <http://www.westerngrammar.com.au>

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.

Our 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

<http://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 faced by teachers from time to time.

With increased student numbers we may face issues regarding student behaviour and it's important that all staff are equipped to deal with it effectively. For this reason WGS management has conducted numerous professional development sessions dealing with the topic of behaviour management. Besides our PD's, staff gather twice a week to discuss any behavioural concerns and seek input from other staff as to how to deal with it better. This method has ensured staff are constantly kept informed of any issues faced and it allows staff to direct more resources to these areas of concern. Our behaviour management system is communicated to both staff, students and parents on a regular basis, this ensures maximum adherence. Our behaviour management system is reviewed annually to make sure we adhere to all rules and regulations.

SAFE AND SUPPORTIVE ENVIRONMENT

A safe and supportive environment is the foundation for a 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 procedures to ensure that environment at the school is a reflection of safe and supportive environment.

The school uses positive and motivational measures for behaviour management. Our school discipline policy, award policy, student welfare policy, Anti bullying policy, complain resolutions 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. Our 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 are only used in exceptional circumstances as a last option, again to maintain a safe and 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 monitors 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 2014

JOURNEY TOWARDS HIGHSCHOOL

It is our pleasure to announce that the high school classes have started this year with the students of year 7 & 8. We are striving to provide as many facilities as possible to cater for the needs of our high school students. It is inevitable that we have to start year 9 in 2015. For that reason, WGS is aiming to have a new building with more facilities by the end of 2015. The efforts of the Western Grammar administration team and the school board are commendable for achieving all set goals in such a short period of time, and for their vision and skill in embracing this rapid growth.



Annual Award Ceremony

The end of year assembly on 18th December 2014 marked the official end of a very busy year at Western Grammar School. This was the second annual assembly held for WGS. Efforts by both students and staff members made it a success. An approximate number of three hundred and fifty guest attended the ceremony, and the program concluded with a nice dinner. We received a lot of positive feedback from our well-wishers, which shows the concern and interest of the community in the school affairs of WGS.



BOOKFAIR AND CHARACTER PARADE

Western Grammar School had its first ever Islamic book fair, and what a success it was. The book fair provided the students and parents an opportunity to buy Islamic books and provided support for our school. There were a large number of Islamic books to choose from and our students had a great time previewing the collection in their library session. Teachers and library staff helped the students to make wish lists and then they came back with their parents to purchase their selection of books and other items. Ramadan and Eid banners, Eid Mubarak badges and balloons were a big hit amongst the students. As part of the Scholastic Book Fair week, the annual Character Parade was held on Friday, 22nd August. Students were each given a profile to fill out describing the character they chose for the parade. The winners in each year group were given a voucher of \$10 which was used to purchase an item from the Book Fair. This year we had many students turning up in their costumes for the parade.



FUNDRAISER YEAR 7-8

On Tuesday 24th June, after several weeks of preparation, the capable girls of Year 7 and 8 held a fundraiser for the school. The girls were setting up their stalls for most of the day and at lunchtime it began. The air of excitement was palpable. There was face painting for Kindergarten and Year 1 which produced some ferocious tigers and beautiful butterflies. The teachers helped with making henna designs on the girls. Food stalls including sausage sizzle and hot chips were available. The kids had a lot of fun playing at slime keys and in guessing which baby photo belonged to which teacher. The kids had a bundle of laughs and the girls raised more than \$700 for the school.



SCIENCE WEEK-

WGS students have presented spectacular experiments with great poise and enthusiasm for the Science Week 2014. Students enjoyed a hands-on opportunity to see the wonders of Science and the Chemistry it entails. The experiments included exploring the reaction of ice and food colour, the production of slippery and goey slime, the difference of water and salted water, the

reaction of milk and food colouring to form a beautiful burst of colours and the creation of artificial gas to blow up a balloon using vinegar and soda. WELL DONE to all the WGS scientists who participated!



MUFTI DAY-

WGS students enjoyed a marvelous and extremely beautiful 2014 Eid Milan. Students and parents of Western Grammar made an effort to bring delicious food to the Eid Milan party. It has been a really exciting and fantastic Eid celebration, particularly after a month of happy and productive fasting. Students have shown up with exquisite colours on Mufti Day which represents the beautiful Islamic tradition that WGS enforces. WGS students are our most cherished youngsters and seeing them in bright and beautiful clothes only fosters our deep admiration for them. *'For beautiful eyes – look at 'fitnah' free stuff. For a beautiful face – stay natural. For a beautiful attitude – refrain from bad deeds. For a beautiful look – wear the uniform that Allah gave you. Stay Perfectly Beautiful!'*



SPORTS CARNIVAL-

The importance of sports in the life of a young student is invaluable and goes much further than the basic answer that "it keeps kids off the streets." It does in fact keep kids off the streets, but it also instils lessons that are essential in the life of a student athlete. Sports play a pivotal role in the makeup of a young athlete, especially in the middle school to high school years where student athletes are much more mature and mentally developed. Where else can a young, impressionable youth learn values like discipline, responsibility, self-confidence, sacrifice, and accountability? Television, which may be the most influential tool in the lives of young adults, does not show enough of these qualities, nor is it on the Internet, or radio. Rather it is up to the parents, teachers, sports teams, clubs, and after school programs to help mold, develop, and instill these qualities into the lives of student athletes. At Western Grammar, we understand the great responsibility that is placed upon our shoulders to help shape and prepare these student athletes not only in sports, but in their everyday lives.

Our annual sports carnival is part of our sports program where we let our students to exhibit their enthusiasm for sports. The school is getting bigger and this year our students enjoyed the carnival even more as compared to previous years.



FUN DAY-

During the last few weeks of school, we decided to give the kids a break while, at the same time, put their knowledge throughout the year to use. We had taken the years 3-8 to a fun day excursion to Laser Skirmish and AMF Bowling. They had learnt teamwork and perseverance during their stay at the excursion. It's great to see these years merge together and form a harmonious, grown-up and mature attitude towards others.

There was another fun day that was held for K-2. They were asked to bring food from home and there were jumping castles and face painting for all of them.

It was interesting to see how they had managed to share their food with the teachers and their peers and learnt that sharing anything doesn't make you small, instead it makes you greater than you already are.

The K-2 years were very co-operative throughout the whole event and had put their excellent manners and ethics to use. Very proud of K-2 to be growing up in such a wonderful and mature environment and developing healthy habits. The jumping castle were truly a success and popular hit among the younger years. The face painting had caused a contagious smile across all the faces.



KINDERGARTEN ORIENTATION DAY-

There was a Kindergarten Orientation Day that was held for the parents to attend. We had let all parents in on our little secret - our goals.

Education is very important for a child's upbringing and wellbeing. Educating a child is most successful when families and schools work together in the best interest of the child. We welcome your feedback and assistance; after all, you are your child's first teacher and source of inspiration.



WESTERN GRAMMAR TEACHING & OTHER STAFF'S PROFILE IN 2014

Western Grammar School employed 7 (FTE) and 1 Part Time teaching staff in 2014. 6 Staff members obtained qualifications from Australian universities and 2 from overseas universities. All our teaching staff members were registered and accredited by the Institute of teachers and were approved for teaching the Australian curriculum.

Western Grammar School had 4 full time and 2 part time admin staff members. Principal, Admin Manager, Office Coordinator, Office Clerks and Accountant were the members of Western Grammar Admin team. The school had a very dedicated group of staff in 2014 and has shown tremendous enthusiasm. The staff's dedication stems from the fact that they are treated as valuable members of our team and that their opinions and suggestions are appreciated and valued by all. We maintained an environment where staff felt comfortable and respected at all times. This is evident from the dedication staff has shown. We hope to build on this and make sure staff retention is a priority at WGS.

TEACHER PROFILE, STANDARDS & RETENTION

All our teaching staff members in 2014 were Australian qualified holding relevant qualification required to teach the Australian Curriculum. Teachers were approved and accredited by IOT (Institute Of Teachers).

During the 2014 school year one part time teacher left due to personal reasons, the rest of our staff compliment were retained. Staff has shown the eagerness to remain with the school due to the caring environment created and maintained by our school board and management.

LEARNING & TEACHING ENVIRONMENT

The Dynamic nature of teaching extends to all four corners of the education spectrum with the learning and teaching environment being at the forefront this. To create an environment where learning and teaching can prosper; there must be a clear understanding of the nature of education. At Western Grammar School we view students as lifelong learners who are ready to thrive in a knowledge rich, dynamic world of today. Lifelong learning at WGS is concerned with keeping students engaged in learning, and developing in those students the characteristics that will make learning an integral and valued part of their lives when they leave school.

To define the learning environment as merely a transfer of knowledge from teachers to students is to have not appreciated the dynamic nature of education. Rather it is a more complex process where it is, firstly, a transfer of understanding from heart to heart, and secondly, a transfer of knowledge. At the very heart of this environment are teachers, who, by means of their guidance and example facilitate this environment. Great teaching and learning environments exist when learning occurs through mediums other than just traditional direct instruction or a formal lesson format. Rather, this learning and teaching constantly occurs when the schools values and ethos are personified by the teachers, thus bringing lessons and knowledge to life through every action. The more we understand our students in relation to their social and emotional settings, the more effective our teaching and learning environment will be. Imagine knowledge as a vehicle undertaking a journey from the teacher and the projected destination being the student. Thus, in such a scenario, in order to most effectively and efficiently reach the destination (student learning), the path must be known. Once the path is known, we can avoid hazards and pave out a clear path to the destination. Imagine travelling this path blind, how can we make it to the destination? Understanding a student's social and emotional setting, such as their family situation, health and well-being and their personality allows teachers to identify the path. Consequently, they can then transfer knowledge through this path and avoid potential hazards that may cause academic inefficiencies in this journey of education.

The very fabric of education is woven through discoveries and self-experiences, only to be exposed to the students through their journey of schooling at WGS. This stems from the notion that students need to pursue knowledge through active participation and inquiry rather than solely relying on direct instruction. The real learning experience for students is the journey rather than the destination.

CURRICULUM & TUTORING

In 2014, Western Grammars' top priority was to provide such a quality learning environment to the students where they love to stay. Western Grammar School aims to provide students with the opportunity to learn, grow and develop in a safe and caring environment. The school staff work together to utilise various strategies and methodologies designed to give students the opportunity to reach their given potential. Inclusion in and differentiation of the curriculum encourages students to "have a go" and become life-long learners.

Students with special needs attract special care and attention from Western Grammar so that they have every opportunity to learn the skills to live their life independently. This also ensures that they build quality relationships with each other.

ASSESSMENT & REPORTING:

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. At WGS It is an integral part to the teaching and learning environment. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

As previously discussed above, students need to pursue knowledge through active participation and inquiry rather than solely relying on direct instruction. The real learning experience for students is the journey rather than the destination. Assessment forms part of their journey in student learning. Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding is a suitable basis for future learning

The most important part of assessment is to collect data that is actionable. Then in collaboration with parents, an improvement focus is developed to facilitate student learning.

At WGS we facilitate not only mandatory reporting of student progress, rather a continuous and cohesive pattern of student feedback and reporting. While bi yearly reporting provides accurate and necessary information, timely information is the key to facilitating the learning environment as discussed above. At WGS we understand that Feedback can occur at any point in the teaching, learning and assessment cycle. We aim to facilitate this by

- including regular teacher–student dialogue to guide student learning
- Focusing on particular knowledge, understanding and skills related to content, and/or processes applied to an activity.

- Providing students opportunities to self-assess, self-monitor and make judgments about their work in relation to standards and should be provided with regular opportunities to reflect on their learning

TECHNOLOGY SUPPORTED LEARNING:

There are a growing number of studies which show that ICT stimulates student interest and motivation, as well as cognitive processing, autonomous learning, and teamwork (Black, 2009). Studies also show that the implementation of ICT in the classroom allows students to not only simultaneously access a range of sources, but in fact motivates them to do so (Chandra & Briskey, 2012). Student interest and motivation is increased because the use of ICT makes studying more interesting (Chandra & Briskey, 2012). Combining these findings with the observation that ICT needs to be implemented efficiently and properly, we can infer that ICT has a great potential to make a positive impact on student learning, while also transforming the learning environment by fostering “new pedagogies for new learning possibilities in these environments” (Szeto, 2010).

Keeping this in mind, Western Grammar school is building up a wide array of ICT equipment to help facilitate lessons. At the school level, this includes smart boards in all primary school classrooms, projectors in all high school rooms, a working computer lab with a fast internet connection, and scientific equipment.

On a smaller scale, teachers are encouraged to use technology in their lessons as appropriate, and this has included use of tablets and smartphones to cater for lower ability students as well as gifted students. These applications of technologically supported learning at the micro level are left to teachers’ best judgement, as development of pedagogically sound lessons incorporating use of technology to cater for student interests and needs is part of Australia’s National Professional Standards for Teachers - Standard 1 requires “Know students and how they learn”, and Standard 4 requires “Create and maintain supportive and safe learning environments”.

Western Grammar school is also in the process of implementing a Learning Management System (LMS) called E-Front at studentportal.wgs.nsw.edu.au, similar to Moodle and Blackboard. This will allow WGS to support learning at home, enable teachers to explore the modern *flipped classroom* model of teaching, easily allow teachers to share resources with students, and ensure students who miss out on lessons are able to catch up.

Technology is a tool like any other, and Western Grammar is focused on using technology to support learning meaningfully and efficiently. As a result, Western Grammar School’s array of technological tools is expanding constantly, and will continue to do so for the foreseeable future.

NUMERACY & LITERACY STRATEGIES:

Literacy and numeracy lie at the heart of the curriculum and form the foundation of a child’s education. At WGS we have taken initiative to ensure we are continuously developing literacy

and numeracy strategies to facilitate student success. One such initiative is our School Leading and learning program. Working closely with the Association of Independent Schools, WGS developed a school improvement plan which forms an integral part of teaching and learning. Literacy and numeracy strategies plans are to provide them with access to appropriate intervention strategies to strengthen their achievement in literacy.

Amongst our many goals, it is a priority to cultivate a learning environment within our classrooms that achieves two main objectives. Firstly, we aim to improve students who have previously been underachievers, bridging the gap between their past progress and their current stage of schooling. Secondly, we intend to facilitate and refine high achievers, providing the inspiration and direction required for them to channel their talents and skills effectively.

As a result of our participation in the Schools Leading Learning project, our school improvement planning has benefited from the following ways:

- The SLL program has provided a foundation from which we can execute our goals and targets more effectively, efficiently and in a timely manner.
- The program has enabled our school plan and execute through a practical channel and has allowed us to not only identify flaws but, more importantly, direct the school to solutions.
- Many issues in relation to planning and execution of staffing, student learning, teacher practice is now brought to our attention which otherwise would not have been identified and fixed in such a timely manner.
- The program has impacted on a wide range of planning issues related to a school wide professional learning approach

There have been many benefits across a wide range of areas as result of SLL 2014. These include:

- Teachers across all KLA's and all stages worked in collaboration which in turn created professional dialogue in teacher pedagogy, delivery and overall teacher practise.
- Participation in opportunities that created professional networks to broaden and improve teaching practice. These include AIS consultants and professional learning networks.
- Quite often schools can have all the right resources in relation to teachers and facilities without anticipated results. This is because these resources are not channelled efficiently and systematically. The SLL program provided the perfect platform for this to occur through a systematic aligned vision of the school.
- Often as teachers we participate in professional learning without having the chance to implement, reconcile and reflect on our teaching practice. The SLL provided teachers with opportunities to do all this.
- This project has allowed teaching staff to reflect on their own classroom practice, resulting in self-motivated adjustments to improve their own teaching practise.

- The entire SLL project has aligned with NSW Teaching Standards, thereby paving the path to professional competence for our new scheme teachers.
- Many issues in relation to planning and execution of staffing, student learning, teacher practice is now brought to our attention which otherwise would not have been identified and fixed in such a timely manner.
- Many times schools do have goals and improvement plans, but these are vague or not actionable as such. The SLL makes school plans and targets clear and actionable so that at the end of the year it can be easily said that yes we have achieved this. This has a considerable impact on staff morale and confidence and further refines and improves team.

Further, the plans and targets for the school have become a shared vision amongst all staff – resulting in synergy and staff working together in a shared collaborative environment to the benefit of all.

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

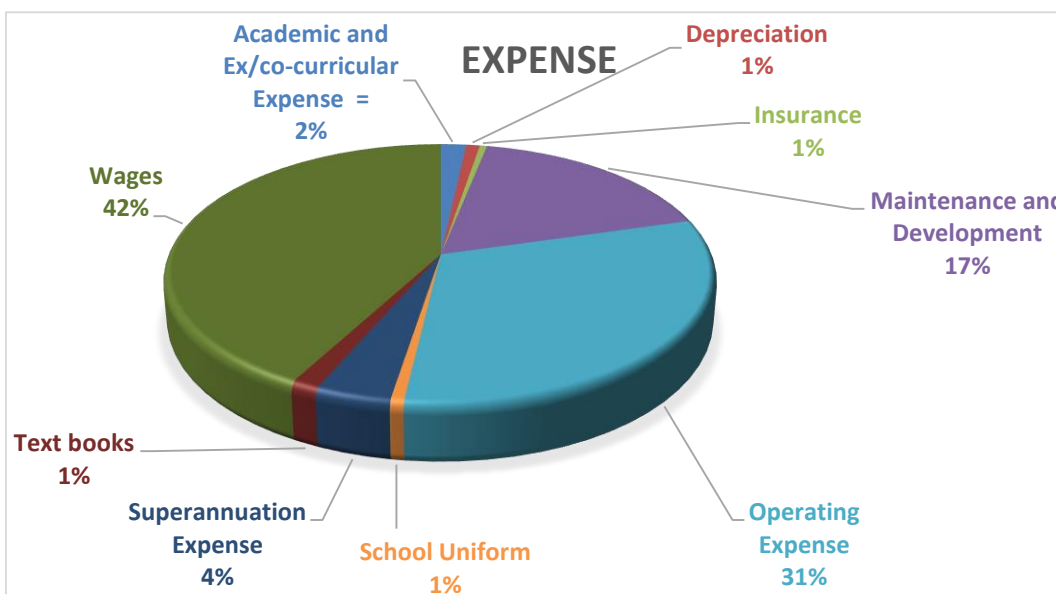
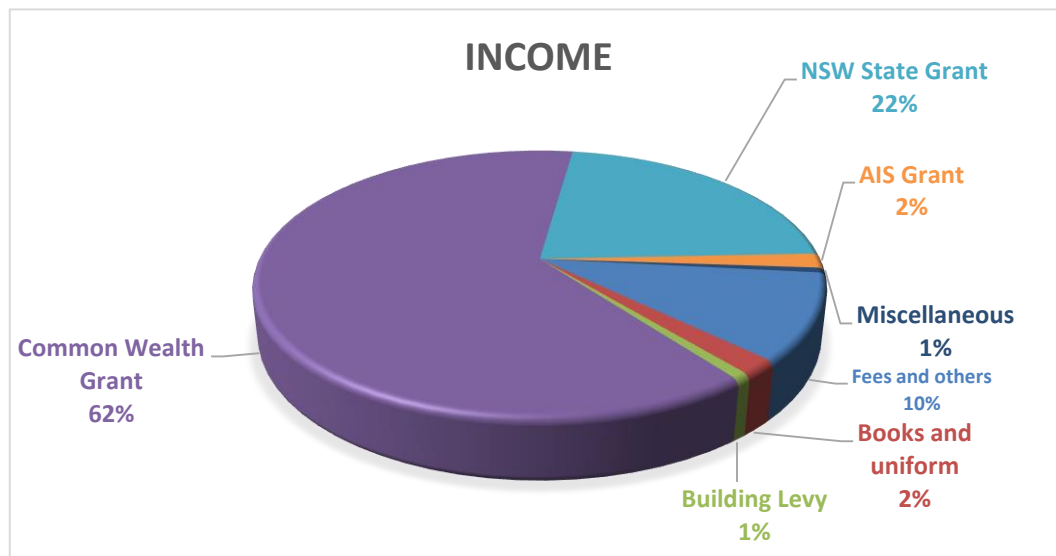
The spiritual and moral education is proven to be very effective and supportive for the KLAs and academic achievements of the students. It is also effective for behaviour management and can be used as a motivational tool. This can also inspire the student to focus on their academic education and to successfully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

FINANCIAL SUMMARY

2014 was a very exciting year for Western Grammar school. We had additional students in years 7 and 8 and it meant extra resources were required to cater for our expansion. Majority of our income came from Commonwealth and NSW state grants. The balance were made up of fees and other income received by the school as illustrated below.

Majority of our expenses were spent in the areas of staff wages because of the additional staff we hired due to the increased student numbers and operating costs. However with the need for additional buildings and resources funds had to be directed towards ongoing maintenance and development costs.

Western Grammar has improved its finances and ensured the school maintained its financial viability and ensured we are able to cater for costs relating to our rapid expansion.



STAFF TRAINING & PROFESSIONAL DEVELOPMENT:

It is critical for teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture.

Teachers have the greatest impact on student learning. By valuing the performance and building the capabilities of our teachers - particularly their expertise, intellectual development, professional judgement and collegial networks - we improve education outcomes for students.

Ongoing professional development for teachers is essential to:

- ensuring teachers are effective educators and leaders
- maintaining quality schooling
- promoting professionalism
- Encouraging a sense of scholarship within the teaching community.

Research confirms that teachers need both in-house and external professional development to enhance their capabilities. Both play important, independent roles in improving organisational capacity and enhancing teacher capital.

At Western Grammar School we place emphasis on staff to continue seeking ways to better their effectiveness in class. This is done in a number of different ways, which includes internal and external PD's. Staff are also encouraged to complete PD online to further enhance their skills.

We covered a number of important areas during our PD's in 2014 which included behaviour management, workplace bullying, first Aid and programming for composite classes. We also reviewed our school improvement plan and this included the following areas relating to SLL/Marking student writing, SLL Teaching Strategy and differentiated learning. These important PD's were presented by the capable staff of AIS. We were also presented important topics on how to deal with students who are suffering from Identity crisis and some of the challenges facing young Muslims. Team building formed an integral part of our PD's to ensure we communicate effectively with colleagues and create a conducive and friendly working environment.

SPECIAL NEEDS

At Western Grammar School, we believe that all students are capable of learning when the curriculum is differentiated to meet their varying needs. Learning should be planned and structured in interesting and challenging ways that encourage creative and imaginative thinking. Western Grammar is committed to offering students a quality and evidence based education. Programs are developed in accordance with Board of Studies, Teaching and Educational Standards (BOSTES) requirements and are designed to equip students for the 21st century, through the development of skills and strategies that incorporate the cross curriculum priorities and general capabilities.

We have a responsibility to meet the learning needs of students. Students learn at different rates and display different abilities at the earliest stages. Many people assume that superior intelligence or ability is the key to success. Three decades of research shows that an overemphasis on intellect or talent – and the implication that such talents are 'fixed' – leaves people vulnerable to failure, fearful of challenges and unmotivated to learn. Teaching people to have 'growth mind-set' which encourages a focus on effort rather than on intelligence or talent,

produces high achievers in school and in life. Parents and teachers can engender a growth mindset in children by praising them for their effort or persistence (rather than for their intelligence or ability) by telling success stories that emphasise hard work and love of learning. However, research recognises that the most important influence in a child's education is the teacher!

Students with special needs are welcomed and catered for at Western Grammar school and every effort is made not to single out these students but rather make them feel part of mainstream learning at our school. We are happy to cater and obtain resources to help those with special needs and with our caring environment we have no doubt their learning will improve.

NEWSLETTER & WRITERS CLUB

The school Newsletter is one of our major sources of communication, reporting our activities and performance to the parents and community members. The school prints 2 new letters every term. Each addition of our newsletter is an improved version which is a great tool to monitor the progress of Western Grammar School. The Newsletter of the school is expanding especially with increased student numbers and gives us an opportunity to showcase student achievements, update parents and communicate important information. Newsletters are available on our website and also sent home with students for parents to read and be encouraged by their child's performance and progress of their school.

Students are encouraged to participate in writing articles for our newsletters, this helps them to develop their literacy skills and feel a sense of achievement of their accomplishments when their work is published. It's important we communicate with parents regularly and our newsletter are one of the ways this may be achieved.

PARENT, STUDENT & STAFF SATISFACTION COLLABORATION

Parent participation enhances social and educational outcomes for children, and communication between classrooms and homes allows schools to benefit from socio-cultural and linguistic diversity that children and parents bring to schools and it offers schools with a broader resource base from which to draw in providing learning opportunities and services to children and families. Most important collaboration between staff and parents allow for increase participation in decision-making in the community, and enhances community spirit and cohesion.

Collaboration allows us to effectively communicate with parents and ensure they understand our expectations. It acknowledges the rights of parents to have their opinions respected and considered, including the need for sensitivity to the rights and roles of adults with different caring responsibilities.

Through our collaboration with parents and staff we can advise them of their respective responsibilities that will support their children and is central to a child's successful participation in schooling. Communication is a two way process and is one of the most basic elements of supporting home and school partnerships. Parents are also encouraged to participate in activities in school that will contribute to the wellbeing of students. This may include volunteering for special events or being part of our Parent body. This will allow parents to be part of the decision making process. WGS acknowledges the importance of parent involvement in the success of our school and it's for this reason we are working hard to improve our communication and collaboration to further strengthen our relationship, which will lead to better learning for our students at WGS.

OUR ACHIEVEMENTS

We are very happy with our achievements during the 2014 school year. It was a year of growth and the need for additional resources to keep up with our ever expanding school.

Academically our students' academic performance were better and we have seen excellent results in different areas, which is in line with our school improvement plan.

Amongst our achievements are:

- Overall Academic Performance improvement
- Students' achievements in Naplan & ICAS
- Growth in the enrolment numbers
- Financial viability
- D.A approval for new school building
- New staff hired in both admin and teaching

Our achievements can be summarized as a result of hard work from all sectors of our school community and the increased community confidence and our ability to effectively communicate with parents. Our community spirit and sense of inclusiveness assisted us in achieving our goals for 2014.

CONCLUSION

We are amazed at what we achieved in such a short space of time. With a dedicated and well balanced team we are able to move ahead and continue this pattern of growth in both student numbers and the betterment of our facilities at WGS.

We will continue to strive to achieve better and foster our relationships with staff, students and parents. We will seek input from all stake holders to ensure everyone has a voice and their opinions are taken into account. We look forward to a more productive year in 2015 Insha'Allah.

Western Grammar School

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