

Western Grammar School

KNOWLEDGE IS THE ULTIMATE SOLUTION

Annual School Report 2015

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ABOUT THIS REPORT

Western Grammar School in Plumpton is a registered educational institution and holds the registration certificate issued by Board of Studies, Teaching and Educational Standards (BOSTES) from Kindergarten to Year 9. The school is managed by a non-profit organization –The Contributors Society limited (TCS). TCS is an approved authority for the registration system formed under Section 39 of the NSW Education Act 1990. As per the 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's annual report provides the community and the governing bodies with a fair and reliable report about the school's performance, measures for improvement and policies as determined by the Minister for Education. The school report also outlines new initiatives undertaken by the school during the school year. Accordingly, this report also demonstrates accountability to regulatory bodies, the parents and TCS. This report is in compliance with all NSW board of studies requirements & guidelines.

This report is an addition to the school newsletters, admin notes, website and other regular means of communications used by the school to provide constant but important information to the school community, parents and members of the school board. The annual report will be made available to all stakeholders via our school website on or before the 30th 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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Email: principal@wgs.nsw.edu.au
Website: www.wgs.nsw.edu.au

Principal Mr. Irfan Afzal

SCHOOL PROFILE

Western Grammar School is a co-educational school located in Plumpton that started its operation in March 2012. The school caters for the students in K-9 and the number of students enrolled at the end December 2015 was around 168 students.

SCHOOL'S MOTTO / SLOGAN

Knowledge Is the Ultimate Solution

SCHOOL'S MISSION STATEMENT

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

SCHOOL'S EDUCATIONAL THEME

Solidarity Self Esteem Success

SCHOOL'S VISION

Our vision is to provide a well-rounded education suited to the 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. WGS is committed to establishing a dynamic and supportive learning environment in which all students can become caring and considerate citizens 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 our students' 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 the school's long term planning to accommodate students of all faiths and ideologies.

SCHOOL'S EDUCATIONAL PHILOSOPHY

Our educational philosophy is vastly based upon the following inherited beliefs derived from Quran and Sunnah. It is also based on the teachings of great people throughout history.

- “Read, with the name of God, who created you” (Al-Quran)
- “Seek Knowledge from the cradles to the graves” Prophet Mohammad (PBUH)

- “He, who opens a school door, closes a prison” (Victor Hugo)
- “What we want is to see the child in pursuant of knowledge and not the knowledge in pursuant of the child” (George Bernard Shaw)

- “Education is transmission of Civilizations” (Will Durent)
- “Who dares to teach must never cease to learn” (John Cotton Dana)

SCHOOL'S MISSION

We plan to accomplish our vision by drawing a nation-wide network of services providers to deliver operational expertise and to enable us to offer affordable, accessible and quality education. WGS endeavours to offer a quality educational institution with an excellent teaching and learning environment so that, on a holistic level, our contributions benefit the community, the country and the world.

We aim to provide students with a formal education that meets the guidelines provided by the Board of Studies, Teaching and Educational Standards NSW (BOSTES). Western Grammar's education will also equip each student with moral and social values that best prepares them to be active and positive participants in the wider Australian and global community.

We aim to facilitate an environment in which students develop a positive, outward looking view of the future for themselves, and for the wider community. We aim to establish a place of learning and teaching that is safe and happy both for students and teachers alike. WGS means to be a place which best reflects the needs and expectations of the community. It endeavours to be a school which provides opportunities for the students to enjoy success and recognition. It is anticipated that students of WGS will make useful contributions 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-solvers.
- Encourage teachers to seek professional growth that enhance their teaching skills and strategies.
- Promote effective communication amongst students, parents and teachers.
- Uphold the Western Grammar motto and school rules.
- Promote the achievement of excellence among students.
- Emphasise co-operation and teamwork as essential skills of life.
- Help and encourage positive relationships with parents and the broader community.
- Place priority on basic skills in reading, language and mathematics.
- Provides a balanced educational experience for pupils covering all areas of the curriculum to recognise and develop different abilities.
- Encourage maximum effort and regard for achievements at all levels.
- Provide opportunities to further develop ICT skills.
- Seek and encourage a two-way contract between home and school for mutual trust.
- Utilise the extensive potential and interest of the parents for the ultimate benefit of the students.

2015 SCHOOL YEAR

The 2015 school year started on a positive note with an increase in student numbers and more staff joining our growing school. With guidance from our most capable and hardworking school board, we've seen an increase in confidence from parents and the wider community in our ability to continuously improve our teaching standards at WGS.

We identified areas where more infrastructure is needed and included them as part of our planning with our new school building being constructed. The parents were given a presentation on our plans and were very excited at the direction the school is heading.

Construction commenced during 2015 and parents, staff and students are incredibly excited at the prospect of moving into our new building come 2016. This advancement was only achieved with the continued support from our parents and dedicated staff members that put in countless hours to see our school achieve bigger and better results.

From the school management, we would like thank all the parents, staff and students for their support and pray that we continue on this path in making our school one of the best in NSW.

MESSAGE FROM CHAIRMAN SCHOOL BOARD, DECEMBER 2015

As Chair of the Western Grammar School, I am proud to present the School's Annual Report for 2015, a year of significant progress and achievements. The year 2015 started with 150 students and an additional class of Year 9. The long awaited construction of the 2 storey school building was also commenced. The year was quite significant as there were many teaching and learning activities for the students and parent participations in school functions.

WGS is progressing gradually but effectively. The quality of WGS is measured by the WGS community. We are overwhelmed by feedback from parents about our school. It is now an established school with public confidence on the rise. Demand for enrolment is increasing and we are now running short of teaching and learning spaces. It is good indicator of public confidence in our school.

As the chairman of the school board I can confidently record the satisfaction on the performance of the school's 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, the trust 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 2016 and beyond, with community support will position us well for a very successful future.

In conclusion, my very sincere thanks to fellow Board members for their commitment and I look forward to their support throughout the 2016.

Subhan Ali JP

B.Arch, RAlA, GradDipBS, GradCertFM, CFM

**Western Grammar School
Board Chairperson 2015**

MESSAGE FROM THE PRINCIPAL

After much anticipation, 2015 has reached an end. I hope everyone has a peaceful and enjoyable school holiday. Our school is growing at a rapid rate and as usual, there is an influx of new enrolment applications for 2016. Many parents are eager to enrol their children at Western Grammar, and this shows that the community has complete confidence and trust in what we have accomplished so far. We are confident that we will serve the community to our level best and we will meet their expectations now and in the future.

2015 was full of many exciting activities and initiatives. With the increasing number of students, we have an increasing number of staff to accommodate them. At the time of hiring new staff we ensure that they are fully qualified, passionate about teaching and possess good moral conduct. It is also important for us to maintain a healthy and positive working environment, and the effort and enthusiasm of a good team is the main factor in accomplishing this. An Ideal working environment is one of the achievements of WGS and it is the key indicator of the success of the school.

The construction of our new school building started in 2015 and is nearing completion. In a matter of a few weeks we will start moving in. This is a testament to the dedicated efforts of the school board, the staff and the continued support of parents. During 2015, the application for Year 10 was approved by the Board of Studies, and the school has already received the certificate of registration for Year 10.

Students are given every opportunity to flourish in the caring and supportive environment that we foster at Western Grammar School. Community feedback was encouraged throughout the year 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.

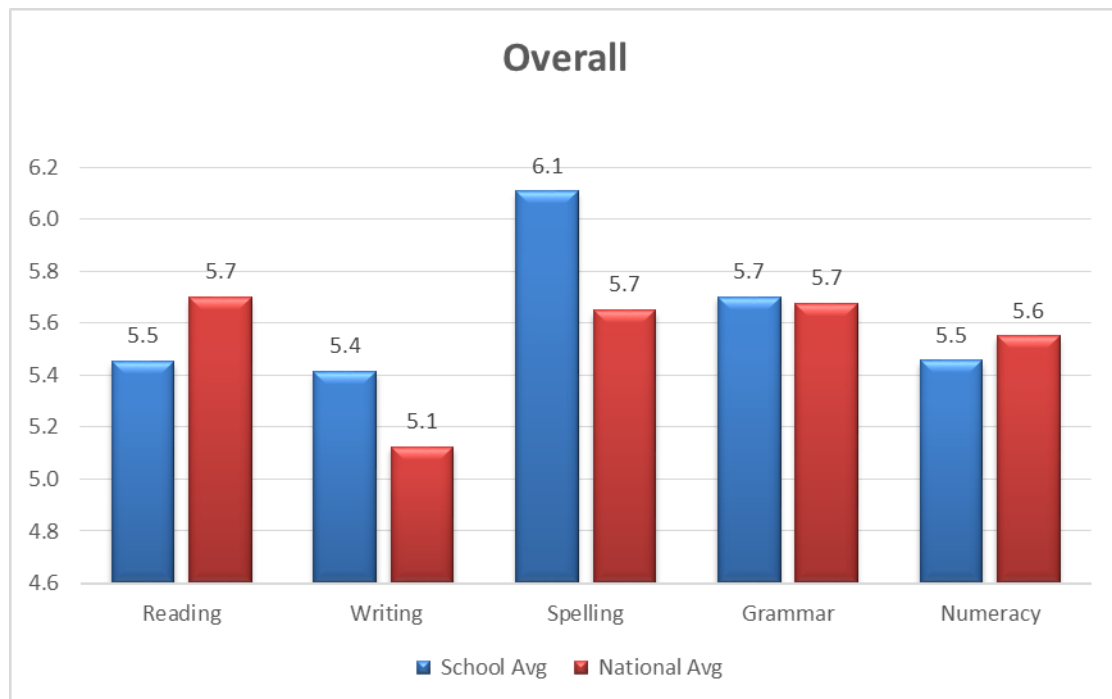
Since our inception in 2012, our growth and rapid expansion in terms of facilities is encouraging. This has been achieved through the guidance of our school board and our dedicated staff. In about 5 weeks, the new year will begin and we are excited about the initiatives that will be started during this year. With the introduction of Year 10 and the use of our new building, the future looks bright and the air is filled with excitement of 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 of our excellent staff, the parents and the school board for a very productive 2015 school year. A well deserving thanks to the official authorities for their kind cooperation and assistance for the success of Western Grammar School.

Mr Irfan Afzal
Principal
Western Grammar School

SCHOOL PERFORMANCE

NAPLAN 2015

Students from Year 3, Year 5, Year 7 and Year 9 participated in the NAPLAN test in May 2015. The overall result in all KLAs is depicted in the graph below.



As a school, we are constantly improving the academic levels of our students and NAPLAN provides an overview of their performance in the areas of literacy and numeracy. The results of 2015 indicates that there is an improvement in the areas of spelling, writing and grammar, which was the focus of our school improvement plan (SLL).

Relaying this information to parents is a very important aspect of our operation as this will enable parents to better understand the purpose of NAPLAN testing. In order to provide feedback to parents, it's important that 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 the 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 in 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.

STUDENT ENROLMENTS

Student enrolments has increased by approximately 26% during the 2015 academic year, which is a testament to the hard work of our team at WGS and the increased community confidence. We have a lot to be proud of during our infant years and with more experienced staff at our disposal, we can see significant growth in the future. The community has seen an improvement in facilities, academic performance and the overall caring environment we provide at WGS. When other schools have not taken on enrolments of students, we were ready to take on the challenge and work with parents in improving their academic levels.

School enrolments are governed by the school's [enrolment policy](#). This policy is available at our school website. All new enrolments follow our enrolment procedure which starts from the 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. These tests are mandatory for all students and classes at Western Grammar School. Tests are also important to ensure that the students' performance and progress at Western Grammar is gradual and satisfactory.

For a copy of our enrolment policy visit our website at www.wgs.nsw.edu.au or contact school office.

Enrolment status as at August 2015	
Boys	91
Girls	77
Total	168

STUDENT ATTENDANCE

Western Grammar School's attendance policy is available on our school website. WGS monitors students' attendances very carefully. Student attendance is marked in class and students are given until 8:45AM before they are marked absent. Late arrivals need to contact the admin office to fill in notes to explain their late arrival 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 are contacted to explain the reasons for absence and are 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 a very effective way of communication. This also demonstrates the concern the school has for the safety and wellbeing of our students. This procedure improves the rate of attendance and reduces the amount of unnecessary leaves or absences.

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 2015 (in percentage)

Class	Absence (%)	Attendance (%)
Kindergarten	11%	89%
Year 1	9.5%	90.5%
Year 2	8.7%	91.30%
Year 3	11%	89%
Year 4	5.5%	94.5%
Year 5	14%	86%
Year 6	9.5%	90.5%
Year 7	6%	94%
Year 8	9%	91%
Year 9	8%	92%

Parents of students who require leave for reasons other than sickness are requested to fill up a formal leave request providing the details of leave including the reason and the place of residence during the time of absence from school. The leave needs to be requested in advance and approved by the Principal. This allows 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 they are archived.

Outline of Key Policies

ENROLMENT POLICY

Western Grammar School aims to provide education for children in a safe and supportive educational environment. The school teaches the NSW Board of Studies curriculum and Islamic Studies subjects to students enrolled at WGS. 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.

www.wgs.nsw.edu.au

WELFARE

Western Grammar School's staff provide a caring and professional educational environment. Our staff is well equipped, courteous and vigilant regarding students at all times.

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

We aim to:

- Make the school a safe place for learning
- Witness the noble qualities of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control

Western Grammar School is committed to:

- A safe and nurturing environment in which students can achieve their full potential
- 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 qualified, committed and who seek to 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 notifying 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 www.wgs.nsw.edu.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 procedures to ensure that any form of bullying is 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 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 a timely and 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 building strong relationships, dispelling anxiety, and ultimately providing students with an enhanced learning environment.

For details relating to our Complaints and Grievances Policy visit our website at www.wgs.nsw.edu.au or contact the school office.

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 the behaviour has 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 them 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 the above mentioned factors. Western Grammar School has developed various policies and procedures to ensure that the environment at the school is a safe and supportive environment.

The school uses positive and motivational measures for behaviour management. Our school's Discipline Policy, Award Policy, Student Welfare Policy, Anti Bullying Policy, Complaint 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. Every week, there is a whole-school focus on a specific value or 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's award system also acknowledges positive student behaviour and achievements in key learning areas. Every Friday, a '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 nurturing 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's policies deal with a range of issues to prevent any harm to staff and students and to ensure that the safety and well-being of students are not compromised. In addition, we make sure all staff are First-Aid trained.

Security at WGS is a priority and this is an area where all staff receive continuous training. Our security cameras monitor our school grounds 24/7 to ensure students and staff are safe during school hours and our facilities are secured after hours.

ACADEMIC & EXTRACURRICULAR ACTIVITIES IN 2015

Annual Awards Assembly

Western Grammar School held its 3rd Annual Awards Assembly on the 11th of December, 2015. The Assembly marked the end of the school year and was enjoyed greatly by the students and their families. Our classes put on some spectacular plays and songs and many of our students were rewarded for their excellent academic achievements and other accomplishments. We also held graduation ceremonies for our Kindergarten and Year 6 classes



Construction of New Building

With the introduction of our new Year 9 class and the acceptance of so many new students, WGS has expanded rapidly. In order to facilitate this growth and create a better educational environment, we started the construction of our new building. The new space will provide bigger classrooms with better technology for our students. Construction is well underway with an expected completion date of Term 2, 2016.

School Camp

For three days, the High School of Western Grammar School were taken to Milson Island for a camp. The students took a ferry to the Island and were greeted with a great barbequed feast. For the next two days they enjoyed team building activities such as archery, canoeing, swimming and indoor sports and were presented with leadership training talks throughout the trip. Many students absolutely amazed teachers with their levels of maturity and leadership when given different tasks to perform. The camping trip was a great success and promises to be only the first of many more.





Book Fair Character Parade & SRC Bake Sale

Every year, during Book Week, WGS hosts the Scholastic Book Fair and holds a Book Character Parade. Students of all ages dressed up as their favourite characters from the books that they have been reading. Even some of the teachers dressed up as well. Students with the best costumes were given vouchers that they could use to buy books at the book fair. On the same day as the parade, the Student Representative Council of WGS organised a fantastic bake sale for the entire school. The event was named 'Bakelicious' and featured some amazing cupcakes and desserts. We even had some book themed cookies that all the kids loved. The combination of the book fair, the parade and the bake sale was phenomenal and really encouraged our students to gain a love of reading.



Athletics Carnival - 2015

Western Grammar School's Athletics Carnival was a huge success. The day was beautiful, the competition was tough and we were amazed at the talent of our students and teachers. We also had a few parents joining in and racing against our male staff in the 100m race at the end of the day. Our students showed great athletic ability, and some exceptional few were allowed to compete at the Doonside Athletics Club on their open day. We're very pleased to announce that Adama Konateh of Year 8 came 2nd place in the 800m race competing against state runners! We are very proud of all the students who participated and look forward to competing again next year.



Science Week

In Term 3, WGS encouraged curiosity and scientific experimentation by holding Science Week. Students from all classes came forward and demonstrated some of the amazing things that they had learnt in their classes or on their own. They were all excited and showed great confidence and stamina. The High School students wowed and amazed the primary students with their 'magic' tricks and helped instil a sense of wonder towards science.





Excursion to Parliament House and War Memorial - Canberra

On 23rd April, Year 5- 9 students attended the HSIE field trip to Canberra. The field trip was an important task that enhanced the students' understanding of Australian History, Civic & Citizenship concepts. This excursion provided great insight on the democratic process in Australia. Students participated in an open senate debate and voted on legislations before the house audience. Our students participated effectively and behaved well throughout the excursion



Powerhouse Museum

Throughout the year, many of our classes had excursions to the Powerhouse Museum where their knowledge of trains, planes and automobiles was supplemented with historically accurate models. They explored how trains work and looked at all the items that were on display. Students enjoyed getting to glance into the life of an astronaut, they saw things that were used by the first person

who landed on the moon and were shown the special bed, toilet and suits that astronauts use when in space



WESTERN GRAMMAR TEACHING & OTHER STAFF'S PROFILE IN 2015

Western Grammar School employed a teaching staff of 9 full-time equivalent (FTE) employees in 2015. 8 Staff members obtained qualifications from Australian universities and 1 from an overseas university. All our teaching staff members were registered and accredited by the Institute of Teachers and were approved for teaching the Australian curriculum. In addition we also employed 5 full time and 2 part time admin staff members.

The most common strength shared amongst the staff of WGS is the teachers themselves. Staff feel the environment is very friendly and easy to get along with their peers. Knowing the importance of their work and what impact it has on our students results in the staff showing increased commitment to achieve the goals of WGS. Regular meetings with the principal or his deputy allows staff to air any concerns they might have. This is not restricted to any time or place, allowing staff to clear any misunderstandings as soon as possible, thereby alleviating any frustration.

Staff are also given the opportunity to be part of the decision making process at school allowing them to feel respected and taking ownership at school.

Staff are travelling from areas way beyond where the school is located, however because of staff inclusion and respect from all parties, staff don't often see the distance as an issue.

TEACHER PROFILES, STANDARDS & RETENTION -

All our teaching staff members in 2015 were Australian qualified holding relevant qualification required to teach the Australian Curriculum. Teachers were approved and accredited by IOT (Institute Of Teachers).

During the 2015 school year, a few staff members left on maternity leave or because they were moving interstate. They remain in contact with the school and offer assistance when required due to their attachment to our school. Once they are ready, they will be able to return to Western Grammar.

LEARNING & TEACHING ENVIRONMENT

Western Grammar School continues to strive to offer the best quality education. The school's curriculum was continuously revised during 2015 to keep in line with current trends and changes. Pedagogies were modified with the inclusion of modern teaching aids to help deliver the curriculum effectively. The Primary Coordinator worked with teaching staff to deliver the NSW curriculum in the most engaging fashion for students. A considerable amount of work was done to prepare for the implementation of the new History and Geography syllabuses.

At Western Grammar School we ensure students and teachers work together in a purpose-built environment conducive to active teaching and learning. Every role in the learning process supports the other, whether it be a researcher, expert, teacher or student. All students at our school study Arabic (K-9), with allowance being made for beginners, intermediate and advanced levels. All students also study the Holy Quran and Islamic Studies. In addition to Physical Education, school sports events are also occurring, involving team and individual activities, as well as competitions.

Key Learning Area committees have been formed to ensure that aspects of the curriculum are covered in various ways. A literacy, numeracy, science and technology, history/HSIE, PDH, CAPA and behaviour committee have all been formed to organise additional term events, competitions and activities.

In 2015, WGS received funding through the Schools Leading Learning initiative. This program allowed for evidence based self-assessment of the teaching and learning experiences and outcomes to be evaluated. An SLL team was formed to collaboratively work with consultants from the Association of Independent Schools (AIS) to analyse data and identify areas for future improvement. We devised our own student surveys and teacher surveys to gather information around literacy and numeracy. We also analysed NAPLAN data and trends using SMART. We then collated the information and used it to identify targets and priorities for whole school improvements.

Western Grammar School ensures that the curriculum is flexible and responsive to the students' differing educational needs. This diversity allows us to build upon each student's capacity to develop as a self-directed and adaptable learner, when they are ready. We must first understand what they know, then build on this to introduce new knowledge, rather than provide a standard approach to learning. Students are introduced to tasks that require higher order thinking and must clearly communicate an understanding about what they have learned through well-formed argument and opinion.

The learning opportunities provided at Western Grammar are the result of close monitoring of the latest educational research. We know that when the links between theory, actual classroom practice, and real-world experience are joined, a collaborative and deep learning culture is

established. That culture promotes a desire to discover, take risks and develop an independent, courageous spirit, so failure is not met with defensiveness but a willingness to learn, and a resilience to push forward.

CURRICULUM AND TUTORING

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. The school aims to produce students who are knowledgeable, risk-takers and life-long learners. Western Grammar School 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. WGS has a responsibility to meet the learning needs of students. Students learn at different rates and display different abilities at the earliest stages. Special needs may fall into two categories:

GIFTED AND TALENTED

- Students who are Gifted and Talented
- Underachieving Gifted and Talented students

LEARNING NEEDS

- Students with special needs in numeracy and/or literacy
- Students with behavioural problems
- Students who may be on the autism spectrum including Asperger's

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 mind-set 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 a passion of learning. However, research recognises that the most important influence in a child's education is the teacher. The quality of the teacher is the single most important determinant in student outcome, we aim to ensure our teachers are able to differentiate aspects of the curriculum to meet student needs.

DIFFERENTIATION WITHIN THE CLASSROOM

The teaching elements of the school have three main components that cater for the diverse learning needs of students. These are:

- Adjusted
- Core
- Extension

The above structure ensures that Gifted and Talented and / or under achieving gifted students work within differentiated programs that cater for their needs.

Programs that currently exist are enriched to accommodate the needs of these students to include –

- Curriculum enrichment and extension
- Differentiated learning programs within the classroom
- Entering gifted students into appropriate Maths, English, Science, Islamic Studies competitions
- Streamed reading groups based on ability
- Entering students into competitions in Mathematics, Premier’s Reading Challenge, Poetry, Writing etc. If there is any acceleration of students, the college will follow a devised curriculum to enhance the student’s abilities.

The school offers special needs assistance through the implementation of the following methodologies:

- One on one tuition
- Small group withdrawal
- Working within the classroom context
- Team teaching
- Working within the classroom context in streamed groups.

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. Assessments can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. As previously discussed, 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 assessments 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, but also 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. Western Grammar School’s Annual Report for 2014.
- 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

NUMERACY AND LITERACY STRATEGIES

Literacy and numeracy are crucial to the success of individuals in both their career aspirations and their quality of life. Western Grammar School has a consistent and invaluable literacy and numeracy approach which is embedded in our daily teaching. ESL classes are also conducted to assist with difficulties in the English language.

Western Grammar School provides a coherent framework for achieving improvement in students' literacy and numeracy outcomes. Various initiatives are undertaken to portray literacy and numeracy as not only essential but fun and meaningful as well. Our school is dedicated to providing rich, engaging and significant literacy experiences to enhance the knowledge of our students and make them proficient learners. This involves engaging students in complex questioning, challenging them to evaluate the familiar and unfamiliar texts that they listen, read, view and write about. They then self-reflect to highlight their areas of strengths and work together to improve their weaknesses.

Our students participate in many enjoyable literacy based activities including the writing competition, book week, spelling bee, National Literacy Week and our annual character parade. These events are highly successful and encourage our students to develop and appreciate a love for reading and rewarded students for using their creativity and imagination in their writing. Literacy is the single-most important part of education. Without literacy, all other learning is impossible. Without the ability to do any of these skills, there is absolutely no way to acquire more knowledge. Therefore, competence in English will enable students to learn about the role of language in their own lives and other cultures. They will then be able to communicate their thoughts and feelings, to participate in society and to make informed decisions about personal and social issues. They will also be able to analyse information and viewpoints to use their imaginations and to think about the influence of culture on the meaning made with language.

The school also participated in the Federal Government funded Schools Leading Learning (SLL) project. Under this project, funding is provided to enable teachers to attend professional

development to improve their teaching skills with our focus being literacy. A school improvement plan was also devised to improve teaching and learning in the whole school.

We recognise that numeracy, like literacy, is a crucial pillar of learning and an indispensable component of our school curriculum. We strongly believe numeracy is about students having the confidence to choose and use mathematics skills they learn at school in everyday life, as well as the classroom.

As teachers, we feel it is important for children to have a variety of materials to manipulate and we continue to develop lessons that give all students the opportunity to sort, classify, weigh, stack and explore. We believe this helps children to construct mathematical knowledge through experience. It is our belief that valuable learning occurs when students actively create their own mathematical understanding, which we feel at Western Grammar School, is best taught using concrete materials. Our school has been involved in a variety of stimulating mathematical activities and programs. A stand out program we feel has been an amazing success, is Study Ladder. Our primary students participate in a computer based program, which allows each student to complete math and literacy tasks online. These activities are an extremely engaging way for our students to be involved in maths and English. Every self-guided lesson brilliantly corresponds with what is being taught in the classroom for that particular grade. Every student has access to their own Study Ladder account from both school and home. Math-A-Fun is another exciting mathematical activity that Western Grammar School students are a part of. Students complete a stimulating and challenging quiz. The Numeracy committee organises rotational incursions that allow students to explore concepts of maths in an engaging manner.

TECHNOLOGY SUPPORTED LEARNING

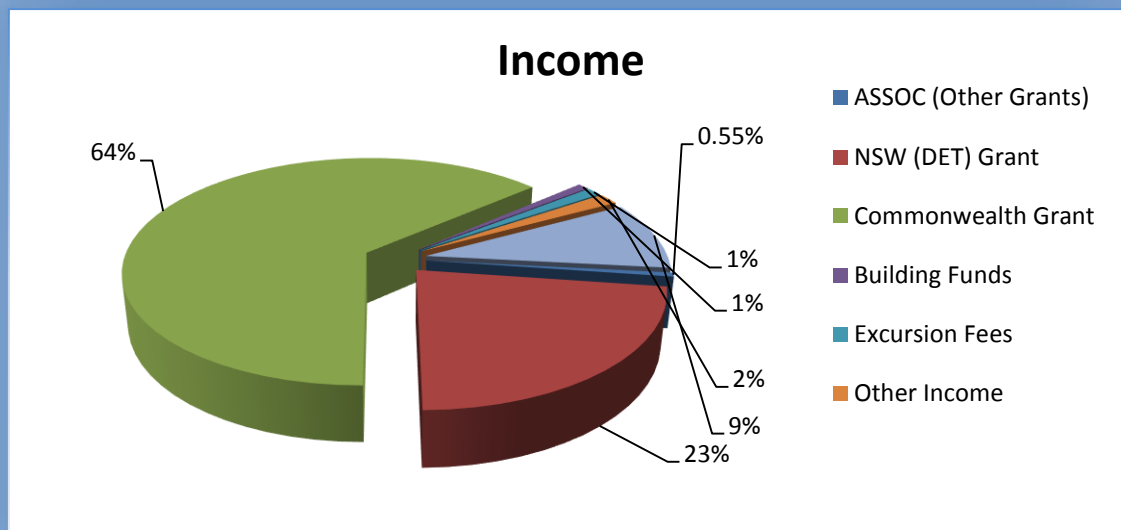
Learning today demands new pedagogical and technological approaches to using Information and Communication Technologies (ICT). School leaders and teachers have the responsibility to prepare students for the demands of an ever-changing world by facilitating learning in a technology-rich environment where students and teachers don't just learn about technology, they use it to achieve powerful learning and teaching, and improve student learning outcomes. At Western Grammar, we implement alternative methods of teaching to ensure ICT is thoroughly implemented into various lessons.

As computers became an integral, rather than optional extra, part of the educational process, Western Grammar School had recently reviewed this essential student facility to provide all school students with the most important tool of information access and management. The school is equipped with a computer laboratory for all students. In addition, all classrooms are fitted with Interactive Whiteboards and projectors. These Interactive Whiteboards increase student engagement and interactivity during all lessons.

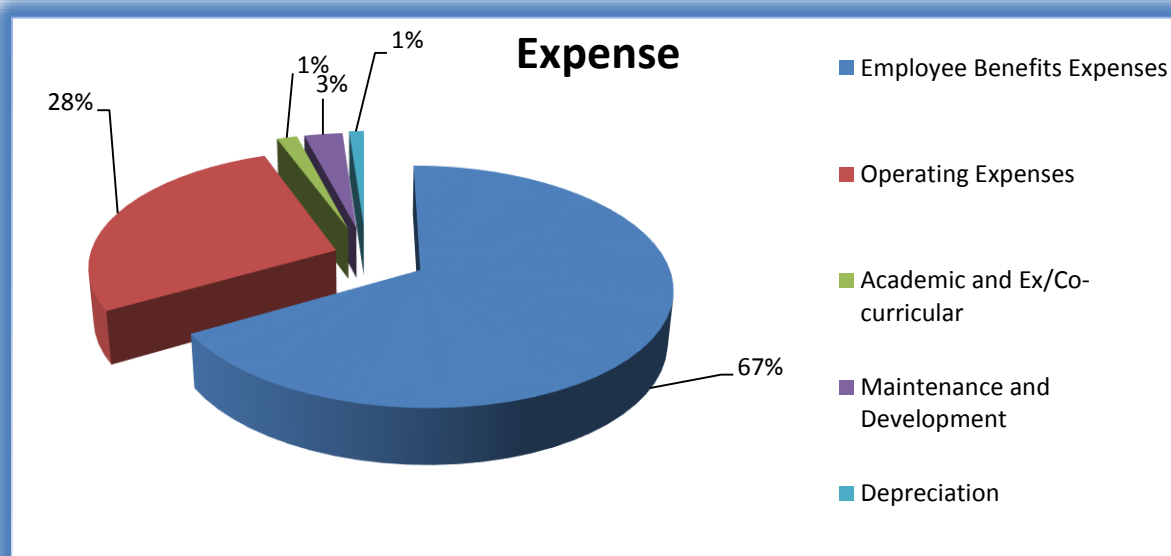
The introduction of SMART boards and computers have had a significant impact on teacher pedagogy and practice over the past two years with 98% of primary staff reporting that they use such ICT resources to teach and engage students in a variety of different ways. This can be attributed to the series of ICT focused in-services that were planned recently on maximising the use of such resources within classrooms. Staff and students are encouraged to use their own accounts and to maintain their own private files and server space quotas. School network, computers, devices, and Internet access are closely maintained by our IT department who also provide all users with the support they need.

FINANCIAL SUMMARY

2015 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. The majority of our income came from Commonwealth and NSW state grants. The balance was made up of fees and other income received by the school as illustrated below.



The majority of our expenses was spent in the areas of staff wages because of the additional staff we hired. This was necessary 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:

Professional development provides ongoing opportunities for educators to continue to improve their knowledge and skills so they can help students achieve higher results. When educators learn, students learn more. Anyone concerned about their students' futures will want to support a cycle of continuous professional growth for educators. Everyone has a role in ensuring that educators can take part in effective professional development. Parents and citizens must demand and support intensive, high-quality professional development that results in better teaching, improved school leadership, and higher student performance.

It is for these reasons we are making PD's available to our staff on an ongoing basis to ensure our staff stays on top of any new developments and they are able to refine their skills to enable them to become better educators.

We have PD's for all staff including our school board in the area of governance to ensure they understand and are able to execute their responsibilities effectively as board members. At WGS we make use a blend of internal and external providers to deliver our professional developments to staff.

The most important asset for us at the school is our working environment and for this reason, we spent a lot of time discussing ways of bettering our environment, that will result in staff satisfaction and which will directly result in better teaching and performance of students in class.

2015 PD programs covered the following areas.

Item	Presenter / Participants
Importance of a good working environment	Senior Staff
The teaching profession	Mr. Hakeem
What is Behaviour management	Mr. Malik/ Mr. Qoys
What causes Misbehavior – Discussion	Mr. Qoys/All Staff
Teacher / Students relations	All Staff
What causes teacher frustration in the classroom?	All Staff
Teacher concerns regarding student behavior	All Staff
Positive Reinforcement	Ms Tajjour
How to document behavioral issues	All Staff
Teaching writing at WGS	AIS
Transforming Learning in Literacy through Drama	AIS
Intro of SLL program, team marking session, Visit by J. Huda	Judy Huda AID
Visit by Judy Huda - implementation of SLL plan	Judy Huda AIS
Working with the literacy continuum to have a writing marking Criteria	Judy Huda AIS
English Continuum, how to move students through the continuum, Keeping records	Judy Huda AIS
Maths PD	High school Maths Teachers
Teaching Senior Science PD	Science Staff
Naplan analysis / teacher observation	All Staff
Dedicate time on facilitating improvement in student writing	All Primary and High school staff. – AIS
Governance of Independent Schools	All School Board Members – AIS

SPECIAL NEEDS

Western Grammar School is committed to excellence in the teaching of young children with special needs. Our belief is in a holistic, outcomes approach to education which focuses on independence, communication and social competence for both present and future environments. In line with the NSW Curriculum outcomes, the programs for Western Grammar School is drawn from the Australian Curriculum and NSW Syllabuses. We also look to the extended General Capabilities areas of Literacy, Numeracy and Personal and Social Capability for those students who are receiving a highly individualised curriculum for the Australian Curriculum Learning Areas.

Western Grammar School provides a Learning Enhancement Program, which is an innovative and multi-faceted program that provides a sound basis for further study. It is an excellent support program for students with additional needs. WGS staff understand that students learn at different rates and so we have put in place tailored teaching programs to assist those students who learn more slowly or require additional support, while at the same time allowing those who are needing enrichment, the opportunity to challenge themselves further.

Our Learning Enhancement Team (Committee leaders, Teacher's Aide and Coordinator) ensures that they collaborate to team-teach and support students with special needs. During these sessions teaching-teams work with all of the students in the class to support them in the development of their skills at a level that suits their ability. This process is supported by extensive collaborative planning based on thorough identification and tracking of student learning needs and achievement, and ongoing curriculum modification.

Students who require additional support in literacy are placed on reading intervention programs. The school offers programs that are based on rigorous evidence based research. These programs include Minilit, Multilit and Corrective Reading.

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 generally prints 2 newsletters 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 it 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 encourage 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

Feedback is an integral way of ensuring Western Grammar School connects with the opinions of those who have a key interest in the well-being of its students. In most cases, conversation between teaching staff and parents gives an indication of current levels of satisfaction. Staff at Western Grammar School are in regular contact with parents and vice versa regarding issues that may arise, are likely to arise or have arisen. Issues of dissatisfaction are raised in these or other forms of communication that take place on a regular basis. Where a parent has a concern to raise, correspondence occurs between the relevant parties via telephone conversations, interactive Dojo program, or communication in student diaries.

Formal meetings/interviews are also arranged with the teacher and an executive member of staff if required to ensure the concerns are understood and every option is considered to resolve any reasonable problem. Formal surveys are conducted regularly and form part of the feedback mechanisms for the School. Teacher and student surveys were conducted with a focus on Literacy and Numeracy. The surveys provided insight into beliefs, attitudes and perceptions regarding teaching and learning methods.

Teachers and students demonstrated positive attitudes towards practices at the school and have been positively receptive to the implemented changes that have followed as an outcome of the BOSTES syllabus. These surveys assisted in identifying areas for improvement and the implementation plans of additional professional learning experiences, which have been welcomed by teachers, parents and students. Parent surveys addressed the physical environment, facilities, communication, learning, behaviour management and overall satisfaction with the School. The parent surveys are conducted during Parent Teacher Interview weeks. The surveys are completed following each interview to gather information that would best gauge the current level of satisfaction of parents.

The data is analysed and common themes addressed in order to meet the needs of all parties and implement strategies for necessary improvements to occur. Overall, the results have been highly commendable reflecting significant degrees of satisfaction with the facilities and teaching and learning practices occurring throughout the School. Community support at the School is high. Our student populations have been increasing at a substantial rate. We have a high turnout at parent-teacher interviews and similarly welcome many at information evenings and open days.

OUR ACHIEVEMENTS

2015 results has shown improvement in many areas, which shows the hard work and dedication of staff, parents and students. With increased resources students were able to get more out of lessons taught in class. It's our aim to continuously improve and work closely with parents to give regular updates on student progress.

With teachers receiving continuous training from AIS, thereby ensuring students are constantly improving in all areas, which forms part of our school improvement plan.

Amongst our achievements for 2015

- Overall Academic Performance improvement as shown in NAPLAN and ICAS testing. Improvement in literacy levels of students with the continuation of our SLL program under the guidance of AIS, which forms part of our school improvement plan.
- Growth in the enrolment numbers
- New building construction commencement
- Increase in staff

The school is very happy with the direction it has taken and the commitment of its staff, students and parents.

CONCLUSION

WGS has moved forward in leaps and bounds, surpassing the expectations of parents, students and the wider community. With the increased confidence in our ability as a school we saw an increase in enrolments for the 2015 school year.

WGS is continuously striving to meet the expectations of our students and parents to ensure our students are able to deal with the challenges they might face. It's our aim to make sure all WGS students form part of a well-balanced and productive part of society.

Western Grammar School

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