



# Western Grammar School

KNOWLEDGE IS THE ULTIMATE SOLUTION

# 2016 ANNUAL REPORT



# Table of Contents

About this Report.....	3
School Profile.....	4
School's Motto / Slogan .....	4
School's Mission Statement .....	4
School's Educational Theme.....	4
School's Vision .....	4
School's Educational Philosophy .....	5
School's Mission.....	5
Our Aim & Objectives.....	6
2016 School Year .....	6
MESSAGE FROM CHAIRMAN SCHOOL BOARD, DECEMBER 2016.....	7
School Academic Performance - NAPLAN 2016.....	8
School Leading Learning Program (SLL) .....	10
ICAS And Other Internal Assessment Programs.....	10
High School Performance and Forth Coming HSC.....	11
Student Enrolments .....	12
Procedure for Enrolment .....	13
Student Attendance .....	14
Enrolment Policy.....	15
Welfare.....	15
Child Protection .....	16
Anti-Bullying.....	16
Discipline .....	17
Complaints and Grievance policy .....	17
Behaviour Management.....	17
Safe and Supportive environment.....	18
Academic & Extracurricular Activities In 2016 .....	19
Parent Satisfaction And Feed Back .....	23
<b>Western Grammar Teaching &amp; Other Staff's Profile In 2016 .....</b>	<b>24</b>
Teacher's Standards & Rate Of Retention - .....	24
Learning & Teaching Environment .....	25
Special Needs.....	26
Staff Training & Professional Development: .....	27
Financial Summary.....	28
Other Activities and Achievements.....	29
Newsletter & Writers Club .....	29
NAPLAN and Other Academic Related Achievements.....	29
Commencement of Year 10 & HSC.....	30
Completion of New Building (Stage 1) .....	30
Further Infrastructure and Facilities Improvement.....	31
Conclusion .....	31

## 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 10. 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.

The annual report is an addition to the school newsletters, admin notes, website and other regular means of communication used by the school to provide constant but essential information to the school community, parents and members of the school board. The annual report is made available to the public, school parents, school board and school staff via our school website and by other means.

For further information about the school, to obtain this report please contact the school admin on the following address:

### **Western Grammar School**

Address: 15 Cannery Road, Plumpton, NSW 2761.

Ph: 02 9677 9229 Fax: 02 9675 4060

Email: [admin@wgs.nsw.edu.au](mailto:admin@wgs.nsw.edu.au)

Website: [www.wgs.nsw.edu.au](http://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-10 and the number of students enrolled at the end December 2016 was 220 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 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 plan to accomplish our vision by drawing a nation-wide network of service 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.

## 2016 SCHOOL YEAR

The year 2016 started with a new set of challenges and targets. Provision of adequate facilities for the increased student numbers was one of the major task. We accomplished this with guidance from our most capable and hardworking school board, we've seen an increase in confidence and trust from parents and the wider community in our abilities for the continuous improvement in our teaching standards and the performance of WGS.

Consequently new school building was perfect addition to the infrastructure of the school at a perfect time, in the beginning of 2016. Students and staff were extremely excited at the prospect of moving into the new building. This was achieved with the continued efforts and countless hours of hard work by our senior management. Now we are looking forward for the construction of Stage 2 buildings which will add value to our educational environment.

We would like to 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 2016

Western Grammar School is a humble product of the efforts of some very dedicated and sincere fellows and I am proud to be the chairperson of such wonderful institution. At Western Grammar we are progressing smoothly with remarkable achievements. School's Annual Report for 2016 is one of the show case for a year of significant progress and achievements. We started the year with 238 students including the students of new class of year 10. The long awaited construction of the 2 storey school building was also completed in 2016. The year 2016 was a significant year in terms of improvement within teaching and learning standards endorsed by the overwhelming response of the community. We are overwhelmed from feedback from parents about our school. WGS is now an established school with public confidence on the rise. Demand for enrolment is increasing and we are now running short of spaces for teaching and learning. It is good indicator of public confidence in our school. The school board will look in to the provision of facilities for the forthcoming future demand in 2017 and onwards.

During 2016 many teaching resources were purchased, IT infrastructure was improved and new school software was also added to the facilities. The Board as a whole and through its committees has addressed various improvements in its governance responsibilities throughout the year 2016. School board will continue its efforts to the school development and for the development of its image as one of the best providers of education services delivery.

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

In conclusion, my very sincere thanks to fellow Board members for their commitment and I look forward to their support throughout the year 2017.

Subhan Ali JP

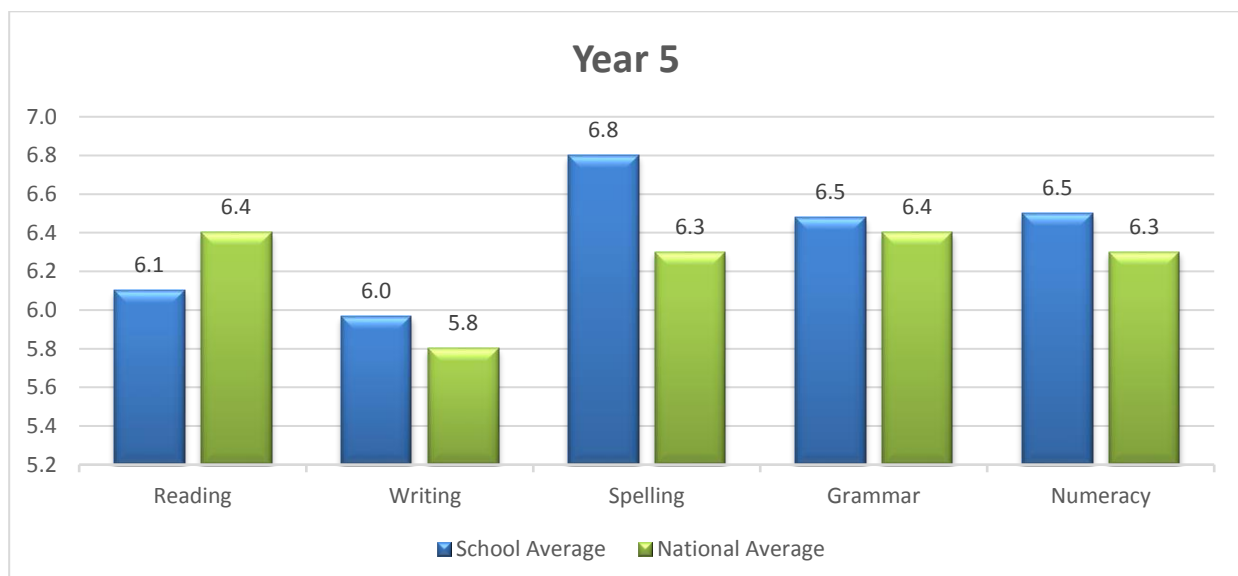
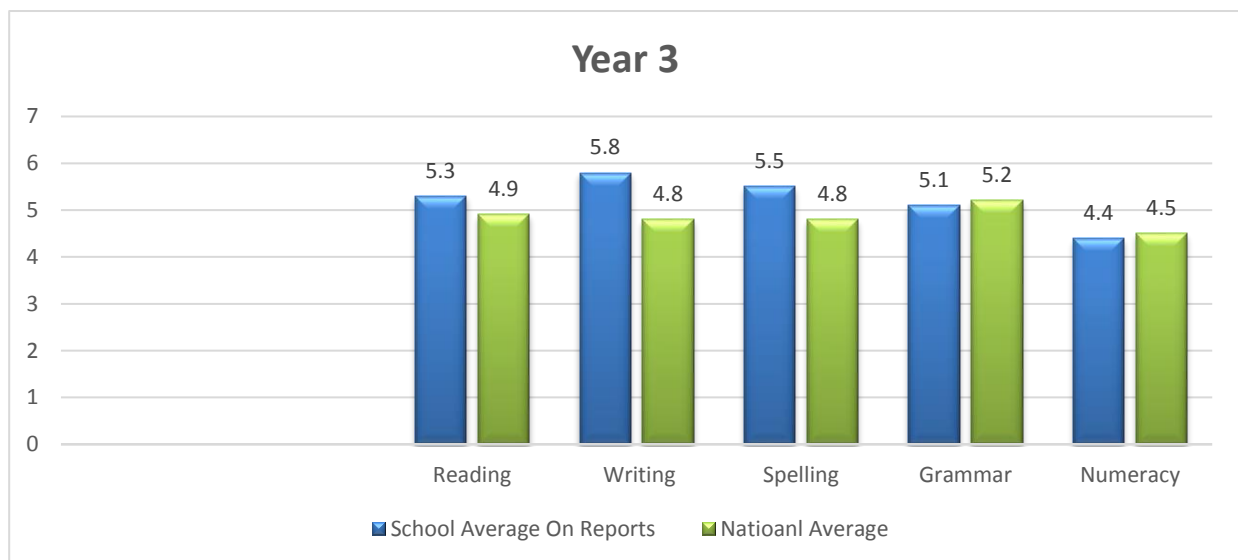
B.Arch, RAlA, GradDipBS, GradCertFM, CFM

**Western Grammar School  
Board Chairperson 2016**

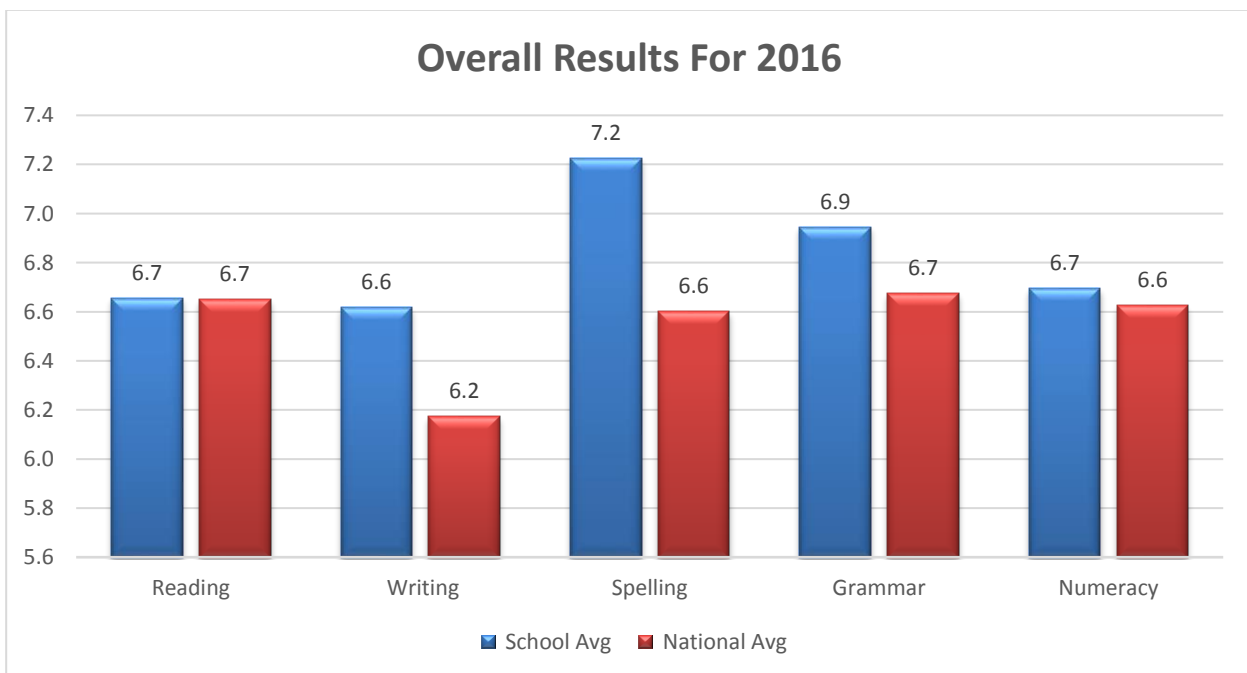
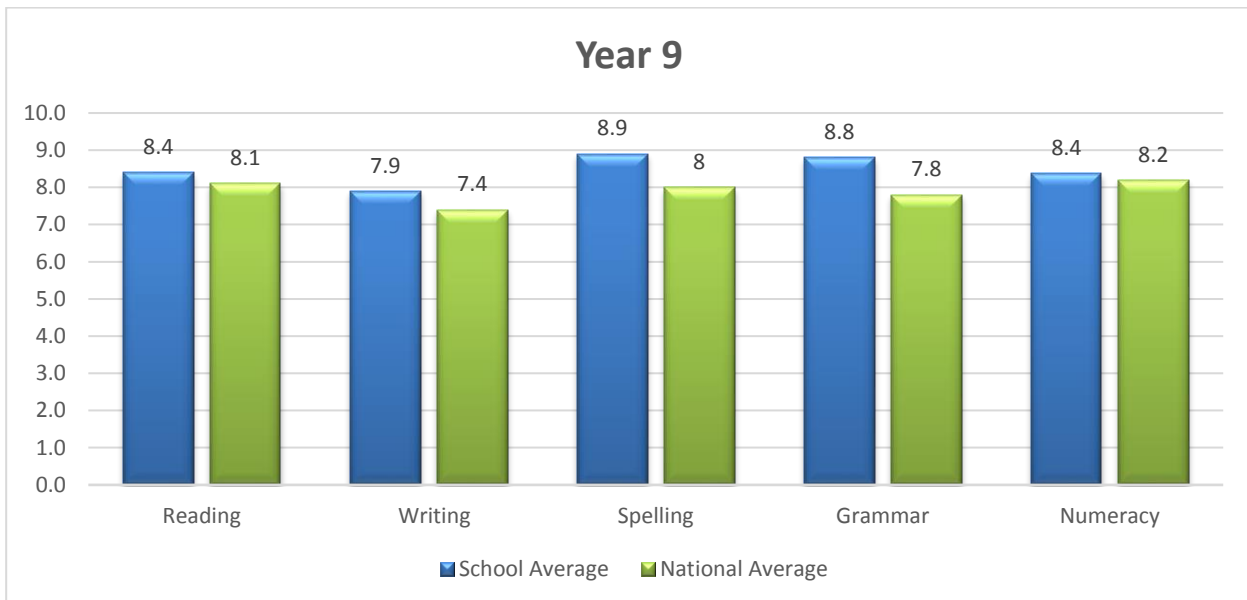
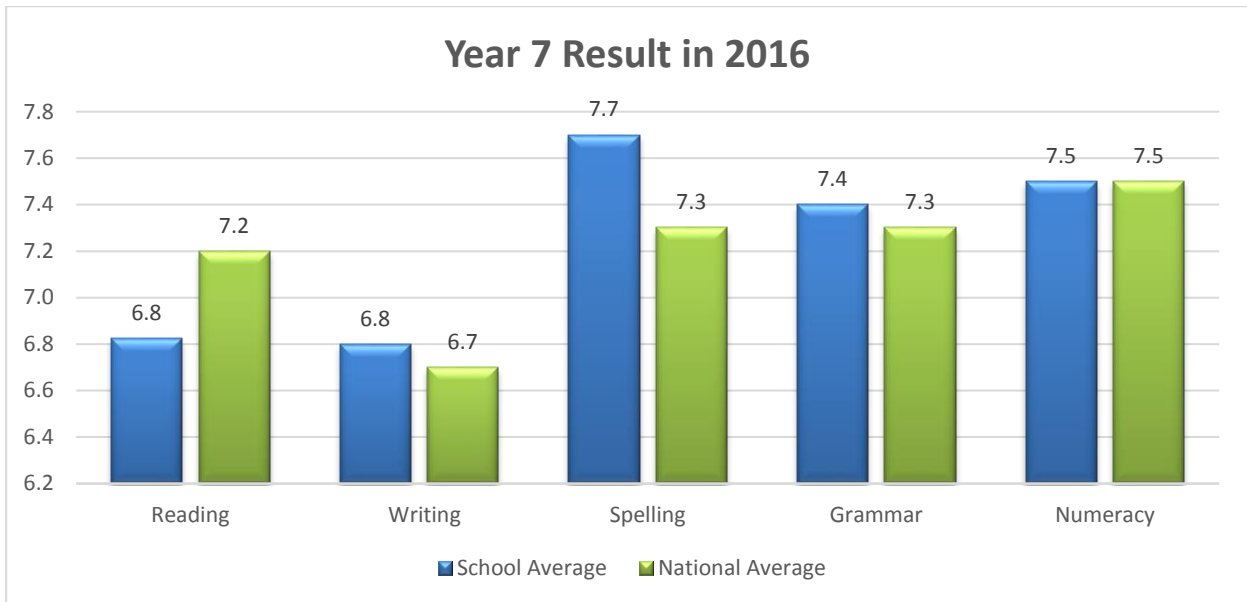
## SCHOOL ACADEMIC PERFORMANCE - NAPLAN 2016

In May, 2016, students in Years 3, 5, 7 and 9 participated in the National Assessment Program Literacy and Numeracy (NAPLAN). These annual assessments are devised to test a variety of literacy and numeracy skills that also benefit the students in all other subjects of the curriculum. It is strongly recommended that parents/guardians review NAPLAN data together with Western Grammar reports that provides more comprehensive information on student performance throughout the academic year. The NAPLAN test data also provides our school with useful information regarding student progress. The average of all students' scores in the test and is used for comparison against the State Average. Results of the NAPLAN tests are also matched to bands on a continuum, which allows schools to track growth in performance from year to year. Year 3 student results are reported against bands 1 to 6, Year 5 against 3 to 8, Year 7 against bands 4 to 9 and Year 9 students against bands 5 to 10.

Below mentioned graphs shows the results of each class and overall NAPLAN results of 2016. As a new school the overall results of WGS are significantly high and satisfactory. Mostly WGS stood above the national average in all areas of literacy and Numeracy.







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 2016 indicates that there is significant 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.

### **SCHOOL LEADING LEARNING PROGRAM (SLL)**

The Schools Leading Learning (SLL) team at Western Grammar has worked closely with the consultant from the Association of Independent Schools (AIS) to analyse NAPLAN results and identify trends and areas for improvement through the NSW Department of Education SMART Data Package. Areas of weakness have been identified and have become focus areas for teachers in the past 2 years, particularly reading and writing in 2016. The results have improved with the implementation of school improvement plan in 2015/16.

### **ICAS AND OTHER INTERNAL ASSESSMENT PROGRAMS**

Our school is participating in ICAS since last two years, it is an independent, skills-based assessment program which recognises and rewards student achievement. ICAS is unique, being the most comprehensive generally available suite of academic assessments for primary and secondary school students. Additionally we have many internal assessment programs to monitor the student performance and to enhance their academic level. We very closely observe the students who require academic assistance and prepare study plan for their academic improvement.

## HIGH SCHOOL PERFORMANCE AND FORTH COMING HSC

2016 was the first year of our year 10 class, they have achieved significantly satisfactory ranks in ROSA. Year 10 is a foundation year of HSC and our main focus for the year 10 students was to the improvement in their level of literacy and numeracy. We strongly believe that our first HSC batch in 2018 will give a good surprise to the parents and the community WGS.

## 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 two computer labs 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.

## **STUDENT ENROLMENTS**

Student enrolments has significantly increased in the 2016, which is an evidence to the hard work of our team at WGS. We have achieved a lot during 2016, and that has increased the level of confidence in the wider community which consequently increased the demand of our school. Therefore we can clearly see huge growth in the future of our school. 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. Parents wishing to enrol their child at the Western Grammar School are required to complete an enrolment form and pay application fee. The parent/guardian of the child must undertake to meet their financial responsibilities for the ongoing enrolment. They should also advise the Admin Staff of any standing Court Order or any that may arise. Documents of custody if applicable must be attached to the enrolment application.

For a copy of our enrolment policy visit our website at [www.wgs.nsw.edu.au](http://www.wgs.nsw.edu.au) or contact school office.

**PROCEDURE FOR ENROLMENT**

The parents/guardians of new students must complete the Western Grammar application form. Application forms must be accompanied with the following supporting documents:

- Birth certificate / Citizenship documentation
- Immunisation records
- Information regarding any student allergies / medical conditions
- Information regarding asthma and or anaphylaxis and supporting action plans
- Two recent school reports (if applicable)
- NAPLAN results (where applicable)
- Information relating to any special needs, diagnosed disabilities, or gifted / talented
- Relevant court orders (if any)

When the completed application form and fees are received, the Admin will notify the parents/guardians of a date when their child will attend an interview. The child is also required to sit an entrance exam for the assessment of students' entry level. After the exam and interviews, coordinator and deputy principal or any designated senior staff prepares a report to the Principal for an approval of admission. Senior staff review the students' performance along with academic and behavioural records from previous schools. If the student is accepted, the school will issue an enrolment offer letter specifying the conditions of enrolment. Upon accepting an offer of enrolment, Term 1 fees have to be paid in advance. A withdrawal form has to be filled if a parent wishes to withdraw their student. School may review the student's enrolment and may suspend or expel any student under special circumstances. Parents are required to read the school enrolment policies before signing any documents.

Enrolment status as at August 2016	
Primary	185
High School	49
Total	234

Student number has increased 42% since the census of August 2015 to census of August 2016.

## STUDENT ATTENDANCE

Western Grammar School's attendance policy is available on our school website. WGS monitors students' attendances very carefully. Late arrivals need to come to the office to fill in notes to explain their lateness to school. This procedure is adopted to monitor the students regularly arrive late at school. This gives us the opportunity to address these issues of late arrival or absence with the parents.

Parents of students who are absent from school are contacted on daily bases to find out the reasons for absence. WGS has adopted this procedure to ensure that students are safe and their absence from the school is justified. Contact with parents has proven to be a very effective way of maintaining the attendance of students. This also demonstrates the concern the school has for the safety and wellbeing of our students. Medical certificates are required when students are away for extended periods of time due to health related issues. Parents who do not provide medical certificates need to fill out an absentee form at the office.

### Student Attendance Record of 2016

Class / Year	Absence (%)	Attendance (%)
<b>Kindergarten</b>	8%	92%
<b>Year 1</b>	8%	92%
<b>Year 2</b>	12%	88%
<b>Year 3</b>	8%	92%
<b>Year 4</b>	9%	91%
<b>Year 5</b>	11%	89%
<b>Year 6</b>	12%	88%
<b>Year 7</b>	8%	92%
<b>Year 8</b>	7%	93%
<b>Year 9</b>	10%	90%
<b>Year 10</b>	7%	93%

Parents of students who wish to apply for long leave for reasons other than sickness are requested to fill up a formal student 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. School is entitled to deregister students due to their unexplained, unrealistic and excessive absence from the school.

# 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. Students enrolled at WGS 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](http://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
- All staff delivering any kind of services to the school required to provide the letter issued by RTA confirming compliance of working with the children check
- 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](http://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 compassion, care 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](http://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 and school management from time to time.

With increased student numbers, we may face issues regarding student behaviour and it is utterly 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 confirms maximum adherence. School employed professional staff for the welfare and personal development of the students. Our behaviour management system is reviewed annually to make sure that we achieve targets.

## **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 students. 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 and buildings 24/7 to ensure students and staff are safe during school hours and our facilities are secured after school hours.

## ACADEMIC & EXTRACURRICULAR ACTIVITIES IN 2016

### Annual Awards Assembly

4<sup>th</sup> Annual Awards Assembly was held at St Mary's Memorial Hall, on the 2<sup>nd</sup> of December, 2016. This year the function was divided into two sessions. First session was allocated for the students from Kindergarten to year 2. In this session the kindergarten students were graduated, students performed on the stage and sang. Students were awarded with their excellent academic achievements and other accomplishments. The assembly marked the end of the school year and was enjoyed greatly by the students and their parents.



Second session was celebrated by the students from year 3 to 10. Students of year 6 were graduated to year 7, it was an amazing sight; parents and students of year 6 were extremely excited and enchanted. High school classes put on some spectacular plays and songs. Many awards were distributed to the students for their excellent academic achievements and to other students for their achievements in other areas. Refreshments were served during both sessions. It was a very successful event and a display of discipline and achievements.



Year 5-10 girls of Western Grammar School were taken to Milson Island for the annual 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 educational talks throughout the trip. Many students absolutely amazed teachers with their level of maturity and leadership when given different tasks to perform. The camping trip was a great success and program for the physical and mental development of the students.



**Boys School Camp**

Year 5-10 Boys of Western Grammar School were taken to Berry for camping. The students were driven to the venue supervised by male staff. 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. The activities at berry were different, they were given leadership activities, including a raft and swim through them, all boys enjoyed thoroughly. Many students build on their friendships and created harmony among them.



## Book Fair Character Parade & SRC Bake Sale

As part of the Scholastic Book Fair week, the annual Character Parade was held on Friday, 26th August. It was a fantastic occasion as students came to school dressed as their favourite characters from their favourite books. It was great to see the parents attending our event and partaking in the SRC cake stall. The students displayed a variety of creative costumes and presented them in front of parents in the hall. Our winners were delighted to receive scholastic book fair vouchers. It was a fantastic and memorable day for students and teachers of WGS.



## Athletics Carnival - 2016

Athletics carnival was held at the Blacktown international sportspark. The venue was big and different this year, student enjoyed the activities and the day. It was a huge success. The day was beautiful, the competition was tough and we were amazed at the talent of our students and teachers. Lots of parents joined this year and they have participated in some activities including racing against our male staff in the 100m race at the end of the day. Our students showed great discipline, skill and abilities. We are very happy with aimproved and successful of athletic carnival.



## Science Week

Science week conducted in Term 3 was another very unique and interesting experiment of WGS. We are conducting this program from last four years but this year it was extra ordinary as the Fizzics team came in to lead the program and performed amazing experiments. Students from classes were encouraged to participate in scientific experimentation and they surprise the entire school by holding the elaborate experiments. Students from all classes came forward and demonstrated some of the amazing things that they had learnt in their classes or on their own. The High School students wowed and amazed the primary students with their 'magic' tricks and display of scientific ideas.



## Excursion to Minamurra Rainforest

Although most of the classes were taken to the various excursion venues, the excursion of year 7-10 to Minnamurra Rainforest on the 23rd of February, was thoroughly enjoyed by the students. There, they learnt about the many flora and fauna that live in the rainforest and were shown around by two experienced rangers who were extremely knowledgeable and kept everyone captivated. The high school students learnt about the trees, how they benefited the environment, the history of the rainforest and how it is important for our ecosystem. The excursion was much enjoyed, particularly as the students got to see some rare animals such as a wallaby!



## Healthy Harold Incursion

In Term 2, 2016 our school was visited by Healthy Harold and his friends. Our primary classes all enjoyed the opportunity to climb into Harold's van and learn about different aspects of staying healthy and safe in an interactive way. Kindy students loved helping Harold prepare for his friend's party by sorting out different foods into their food groups and helping him get to the party safely. The van had a realistic model of the human body and the students enjoyed watching different organs light up as they learnt about them and discovered a lot of interesting facts about the heart

and the different types of blood cells. All of the classes were taught how to develop strategies and practice the skills required to avoid unsafe and unhealthy lifestyles.



## PARENT SATISFACTION AND FEED BACK

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 their 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 parent teacher's interviews are conducted twice yearly after mid-term and final exams. Informal meetings/interviews are also arranged with the teacher and with senior staff if required to ensure the concerns are understood and every option is considered to resolve concerns of the parents. Surveys are conducted regularly and form part of the feedback mechanisms to review the performance of the School. During 2016 number of feedbacks were requested from the parents with a focus on Literacy and Numeracy and general performance of the students. The survey resulted in a high level of satisfaction from parents providing insight into beliefs, attitudes and perceptions regarding teaching and learning methods. Very few parents came with some minor concerns that addressed and their suggestions were highly appreciated.

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 were conducted during Parent Teacher Interview weeks. The surveys were completed following each interview to gather information that would best gauge the current level of satisfaction of parents.

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.

2016 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.

## **WESTERN GRAMMAR TEACHING & OTHER STAFF'S PROFILE IN 2016**

All our teaching staff members are registered and accredited Teachers and were approved for teaching the Australian curriculum. Number of our staff is increasing every year, we have a very good rate of retention of the staff due to our very pleasant and productive working environment. We are building the team of very dedicated, loyal and hardworking people. It is another measure to assess the performance of WGS.

Our staff feels that our environment is very friendly and cooperative. Staff at WGS clearly understands that a healthy and pleasant working environment can have a positive impact on the students' and can help in achieving the best academic results. Senior management including coordinators and the Principal are very friendly, objective and target oriented. They are very good at resolving concerns and issues amicably and on the same time in maintaining the environment at WGS.

We have an open door policy and 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, they don't often see the distance as an issue.

## **TEACHER'S STANDARDS & RATE OF RETENTION -**

All our teaching staff members in 2016 were Australian qualified holding relevant qualification required to teach in Australia. Teachers were approved and accredited by relevant authorities. Generally our rate of retention is very high however most of the female staff left us this year due to the maternity issues and some left school for some other personal reasons. As a whole most of the staff is permanently working with school and they are highly committed to the school and its environment. As school is growing and new members are joining us every year and due to this



team building process some of the new staff left within the lapse of first year. More than 90% of the staff is joining and staying permanently with the school. Those who left due to the personal reasons remain in contact with the school and offer assistance when required due to their attachment to the school. Some of the staff have already returned to the school and others will be returning to Western Grammar once ready.

## LEARNING & TEACHING ENVIRONMENT

The quality of education depends upon the teaching and learning environment of any institution. At Western Grammar School the educational environment is significantly admirable. Where students are provided the safe, support and pleasant environment for their study. At WGS the bullying is not allowed and always strongly discouraged. Consequently students who wish to learn have better opportunities to achieve their targets.

The school's curriculum was revised and reviewed during 2016 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-10), with allowance being made for beginners, intermediate and advanced levels. In addition to Physical Education, school sports events are also happening, involving team and individual activities, as well as competitions.

KLA's committees was formed in 2016 to ensure that aspects of the curriculum are covered by numerous methods. A literacy, numeracy, science and technology, history/HSIE, PDH and CAPA committees were formed to organise additional term events, competitions and activities.

WGS received funding through the Schools Leading Learning program. 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 to it to identify targets and priorities for whole school improvements. As a result the level of literacy and numeracy of our students was improved which is an indicator of our 2016 NAPLAN results, our school stood above the national level in almost all tested areas.

Staff at 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 providing a standard approach to learning. Students are introduced to tasks that require higher level thought provoking process.

The constant and close monitoring of the latest and educational research is the main reason for great learning opportunities provided at Western Grammar. 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. As a whole learning and teaching environment at Western Grammar is dynamic, multidimensional and producing good results.

## **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**

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 areas of Literacy, Numeracy and Personal and Social Capability for those students who are receiving a highly individualised curriculum.

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.

## **STAFF TRAINING & PROFESSIONAL DEVELOPMENT:**

Professional development provides ongoing opportunities for teachers to keep their skills fresh and to learn new skills. The continued improvement in the abilities of teacher's skills also help students achieve higher results. When educators learn the 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. Teachers also need to be able to prepare their students to succeed in a changing world. They need to be able to teach students how to use emerging technologies, how to navigate evolving workplaces, how to communicate effectively, and how to think critically and solve problems. Professional development is a tool which allows teachers to improve their teaching standards, improve school leadership, and obtain higher student performance.

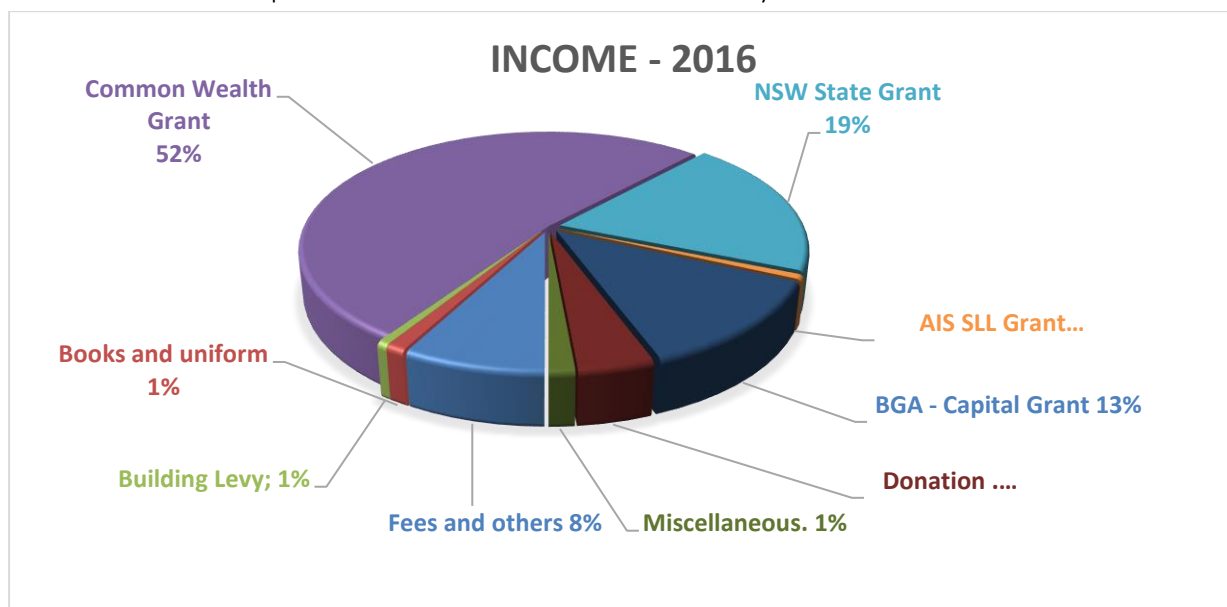
It is for these reasons we are making PD's available to our staff on an ongoing basis to ensure our staff stays on top of any new developments and they are able to refine their skills to enable them to become better educators. The more professional development opportunities provided to the teachers, the more likely students are to succeed. At WGS more than 8 days were allocated to the formal PDs and various informal short sessions of PDs during the staff meetings were conducted throughout the year.

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 the blend of internal and external providers is used to deliver professional developments to staff. Management at WGS believe that a training and development-focused organization has a clear mindset for training their employees to withstand and improve the efficiency of the organization as a whole. A positive work environment with regular trainings to improve efficiency and instil positive attitudes among employees is necessary and present at WGS.

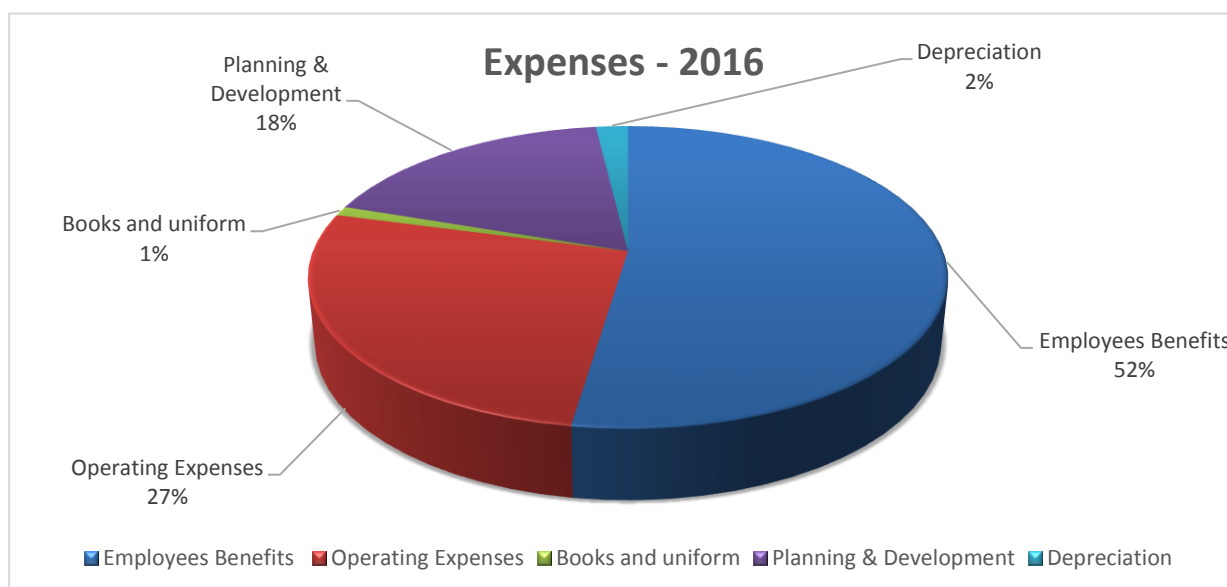
The most important asset of the school is its pleasant and productive working environment. Therefore we spend time in discussions on topics related to the further improvement and most importantly how to maintain our environment. Consequently the direct outcome is staff satisfaction that directly has a positive impact on level of teachings of the staff and also improves performance of students in class. Other teaching tools and effective techniques were also the part of Pds in 2016. Topics such classroom management, behaviour management, positive reinforcement, effective teaching pedagogies, how to be role model, social and communal issues causing behaviour disorders and decline to the academic level of students, issues such as domestic violence and bullying remained the focus of our professional development sessions during 2016.

## FINANCIAL SUMMARY

School began in 2016 with a greater number of students and consequently more revenue was expected. This year school received additional amount for building fund for the construction of stage one building. During year 2016 school received more revenue as compare to the previous year of 2015. 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 revenue were spent, as expected, on staff wages and expenses related to the employees benefit. The second major amount went to the operating expenses (Rent, repair and maintenance, teaching resources, IT, library and Etc) due to the significant growth of the school. The other major expense was directed towards the construction of new building which was an urgent need of the school. Without new building the school students would have suffered due to the lack of appropriate educational facility. However Western Grammar School has maintained its financial viability and remained profitable in 2016.



# OTHER ACTIVITIES AND ACHIEVEMENTS

## NEWSLETTER & WRITERS CLUB

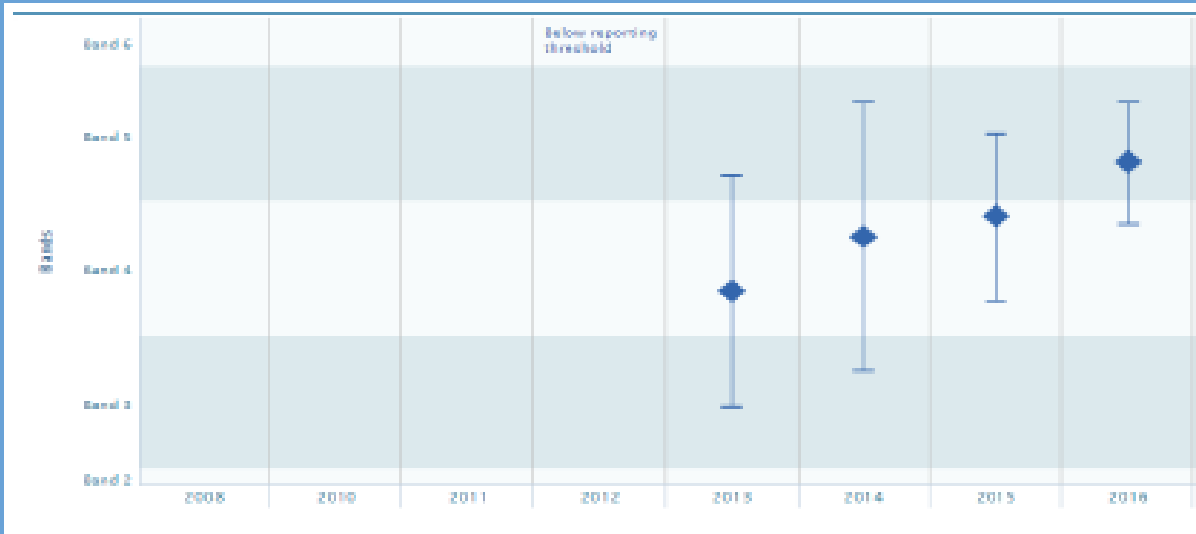
The school Newsletter is one of our major sources of communication, reporting our activities and performance to the parents and community members. The school generally prints 2 newsletters every term. Each addition of our newsletter is an improved version which is a great tool to monitor the progress 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.

## NAPLAN AND OTHER ACADEMIC RELATED ACHIEVEMENTS

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.

**Graph Indicating Significant Progress of WGS in NAPLAN from 2013 -2016**



## COMMENCEMENT OF YEAR 10 & HSC

Students of Year 10 were enrolled and an initial approval for the HSC was granted in 2016.

# *Certificate of Initial Registration*

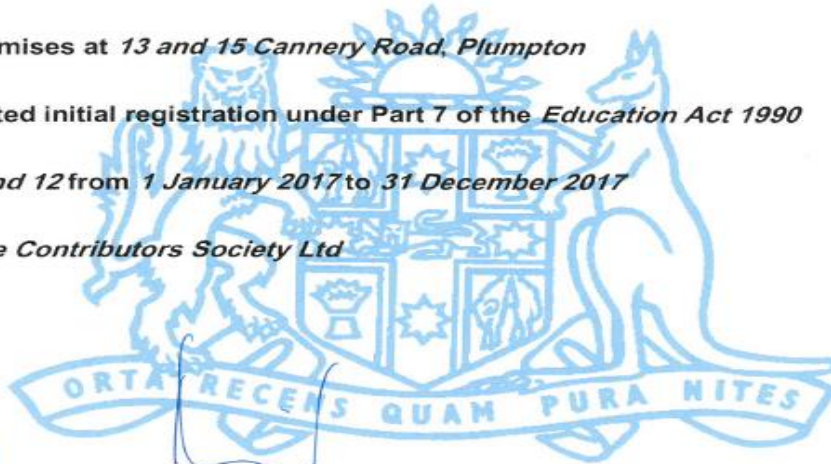
This is to certify that *Western Grammar School*

located on premises at *13 and 15 Cannery Road, Plumpton*

has been granted initial registration under Part 7 of the *Education Act 1990*

for *Years 11 and 12* from *1 January 2017* to *31 December 2017*

Proprietor: *The Contributors Society Ltd*



Minister for Education

## COMPLETION OF NEW BUILDING (STAGE 1)

A remarkable achievement of 2016 was the completion of first purpose built building of the school. It was very important to have proper building in order to facilitate extensive growth and to improve the education environment. In 2016 the year when school was desperately looking for this facility to be able to accommodate new students and year 10. The construction new building is a blessing, students and staff are very happy and school with the first purpose built building containing brand new facilities and large classrooms.



## FURTHER INFRASTRUCTURE AND FACILITIES IMPROVEMENT

During 2016 below mentioned were the achieved to improve infrastructure and educational facilities.

Application for the funding of stage 2 building was approved

New school software was purchased

New computer lab and IT equipment were

Improved Science Lab facilities

More books and resources to library

Ground areas improvement

Fences and improved security system

## CONCLUSION

WGS has successfully 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 2017 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 may 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  
15 Cannery Road, Plumpton, NSW 2761  
Phone: 02 9677 9229  
Fax: 02 9675 4060  
Email: [info@wgs.nsw.edu.au](mailto:info@wgs.nsw.edu.au)

