



Western Grammar School

KNOWLEDGE IS THE ULTIMATE SOLUTION



2017

ANNUAL REPORT

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About this Report

Western Grammar School in Plumpton is a registered educational institution and holds the registration certificate issued by the New South Wales Education Standards Authority (**NESA**) from Kindergarten to Year 12. 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 a fair and reliable overview about the performance of the school and activities conducted during 2017, to the community and relevant governing bodies for the purpose of improvement and reporting 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 is a demonstration of accountability to the community, school board, TCS council and other related authorities. This report is in compliance with all New South Wales Education Standards Authority (**NESA**) requirements & guidelines.

The annual report is an addition to the school newsletters, admin notes, website, social media 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 printed copies upon request.

If further information is required or to obtain the printed copy of this report please contact the school admin on the following address:

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	principal@wgs.nsw.edu.au		
Website:	www.wgs.nsw.edu.au		

Chairman's Message

Over the past five years, Western Grammar School has been establishing itself within the Australian community and has been emerging as a school with a high academic standard. In this regard, 2017 has been a particularly momentous year for the growth of the school as it has been the first year that WGS has catered for students from Kindergarten to Year 12. Beginning in 2012 with less than a dozen children in primary classes, we have grown to cater for students in both the primary and secondary stages of their schooling and 2017. This is an excellent result and achievement for the school. We believe that our primary goal of becoming the top school in Australia is achievable through continued hard work and passion of the school's management and the staff.

Last year, we witnessed the completion of the new two-storey building for high school which expanded our available facilities and resources to account for the rapidly growing interest in the school. The number of enrolments continue to grow and the Board is looking to expand the school further with a similar building for our primary classes. The interest that the community is showing in Western Grammar is evidence of parents' commitment and support for the school. We believe it is our responsibility to respond to their needs by providing quality infrastructure and resources. The school board and the principal are working very hard in order to achieve this very high set of targets. Construction of the stage 2 building is in progress and part of long-term plan to establish purpose-built quality educational facilities.

The School Board is privileged to continue serving the community to help our graduates grow into effective, confident and ethical young Australians who will be a credit to their families and society as a whole.

Western Grammar School is taking strides towards the future, and in this early stage, the actions and efforts of each of us is instrumental in shaping the direction of this growth. On behalf of the School Board, I would like to thank the staff of Western Grammar for their dedication and their hard work, and the students, parents and members of the community for their continued support of the school.

Subhan Ali JP

**B.Arch, RAIA, GradDipBS, GradCertFM, CFM
Western Grammar School
Board Chairperson 2017**

School Profile

Western Grammar School is a co-educational school located in Plumpton that started its operation in March 2012. The school caters for students from Kindergarten to Year 12 and the number of students enrolled as per census dated 14th August 2017 was 260 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 to 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 Education Standards Authority (**NESA**).

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 the Quran and Sunnah. It is also incorporating the teachings of great people of 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 on 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 NESA. Western Grammar's education will also equip each student with moral and social values that best prepare 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 Aims & 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 New South Wales Education Standards Authority (**NESA**).
- Establish a learning environment which is disciplined yet caring and pleasant.
- Encourage our students to be critical thinkers, problem-solvers and creative individuals.
- 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.
- Prioritise the teaching of basic skills in literacy and numeracy.
- Provide a balanced educational experience for pupils covering all areas of the curriculum to recognise and develop different abilities.
- Encourage maximum effort and regard for achievements at all levels.
- Provide opportunities to further develop ICT skills.
- Seek and encourage a two-way contract between home and school for mutual trust.
- Utilise the extensive potential and interest of the parents for the ultimate benefit of the students.

The School's main objective is developing the whole personality (intellectually, spiritually, socially and physically) of the young students in addition to the development of their individual talents and abilities in order to live peaceful and prosperous lives.

School Year 2017

The 2017 school year is another year with a lot of challenges and new era to the history of WGS. This year our first batch of year 11 students progressed into the competition of HSC which will be a greater challenge for the school to produce results with the limited number of students in the year 2018. The school has established a temporary science lab and facilities in order to meet the requirements of HSC and high school students. Although the school is in the process of consolidating primary and high school sections, at the same time more experienced staff have been employed this year in order to provide quality teaching and coaching to the senior students.

This year, we began preparation for the second stage of development application, that was lodged during the year after a tough and challenging procedure the development application for the construction of the stage 2 building was approved. With the addition of stage 2 school building facilities and infrastructure will significantly improve. It is anticipated that the construction of stage 2 will be completed by the end of 2018. Additionally, the school has developed its' IT infrastructure and started using school software in order to meet the emerging requirements of its rapid growth.

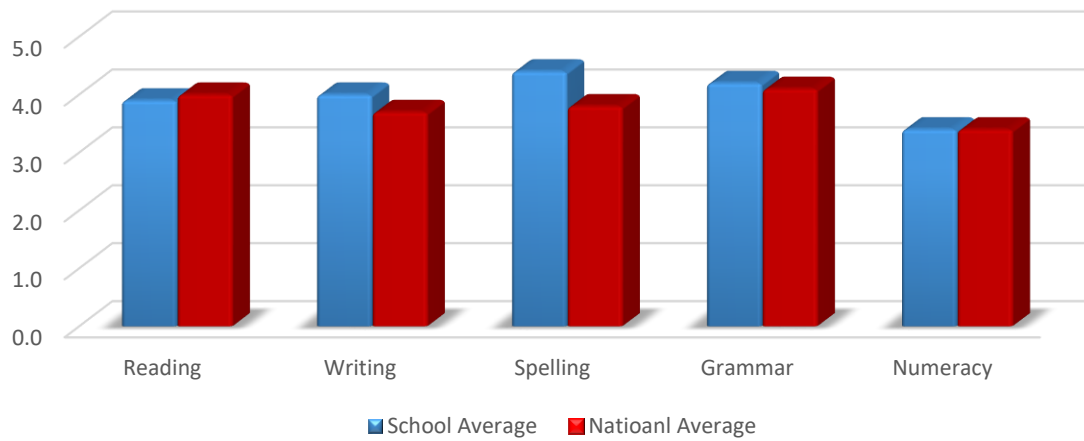
During this year, our staff members began implementing exciting initiatives, both extra-curricular and academic, that were successful and showed promise as projects that we can continue in the coming years. Our hard work and persistence has resulted in the continuing success of our school, which was only accomplished with guidance from our most capable and hardworking school board. Consequently, the number of students that applied for the enrolment was significantly high and we could only offer admission to a limited number of students in 2017. We hope that we will be able to accommodate more students after the construction of stage 2 building. It is important to thank all stakeholders especially the school board, dedicated parents, hardworking team of Western Grammar for their ongoing commitment and contribution to the progress and performance of the school.

Academic Performance – 2017

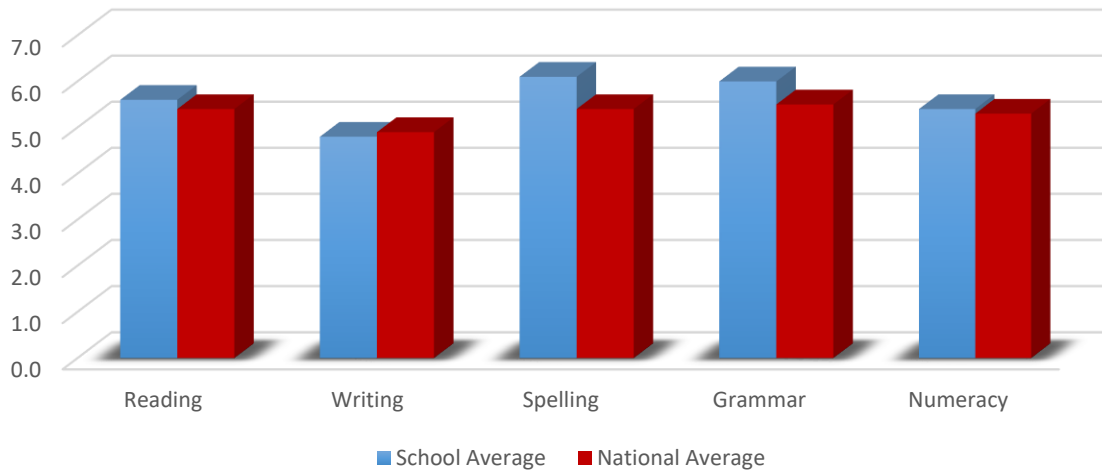
National Assessment Program Literacy and Numeracy (NAPLAN) is one of the benchmarks for us to assess our academic performance. These annual assessments are devised to test a variety of literacy and numeracy skills that also benefit the students in all other subjects of the curriculum. It is strongly 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 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.

In 2017 our students participated in the NAPLAN: below mentioned graphs show the results of each class and overall NAPLAN results of 2017. Although our NAPLAN results are slightly below as compared to our 2016 and previous years. However overall results of the students of WGS are significantly high and satisfactory. Mostly WGS stood above the national average in all areas of literacy and Numeracy.

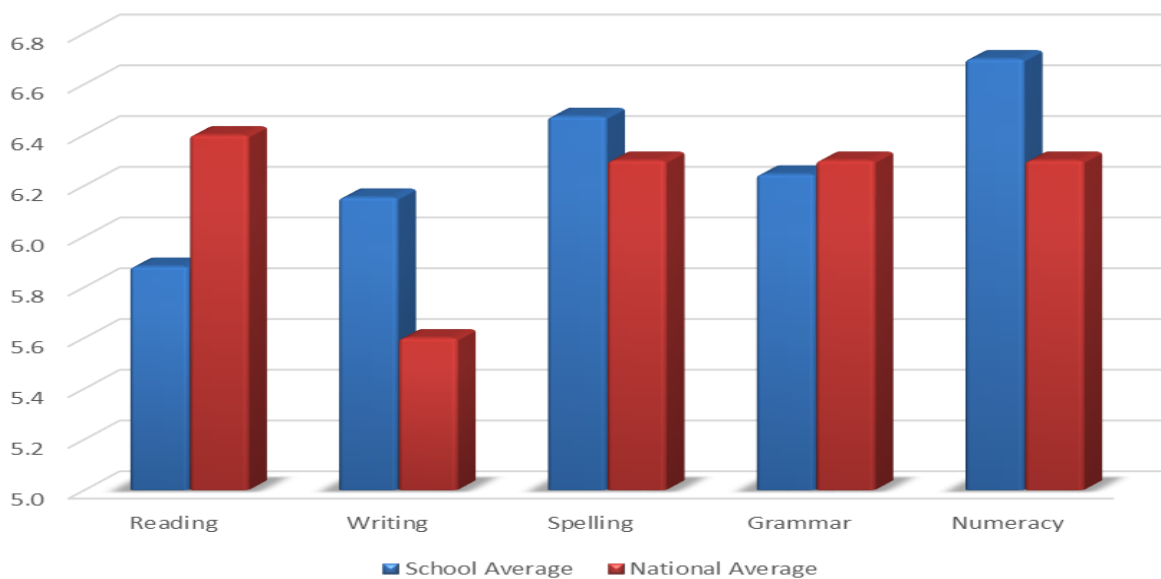
Naplan Results of Year 3

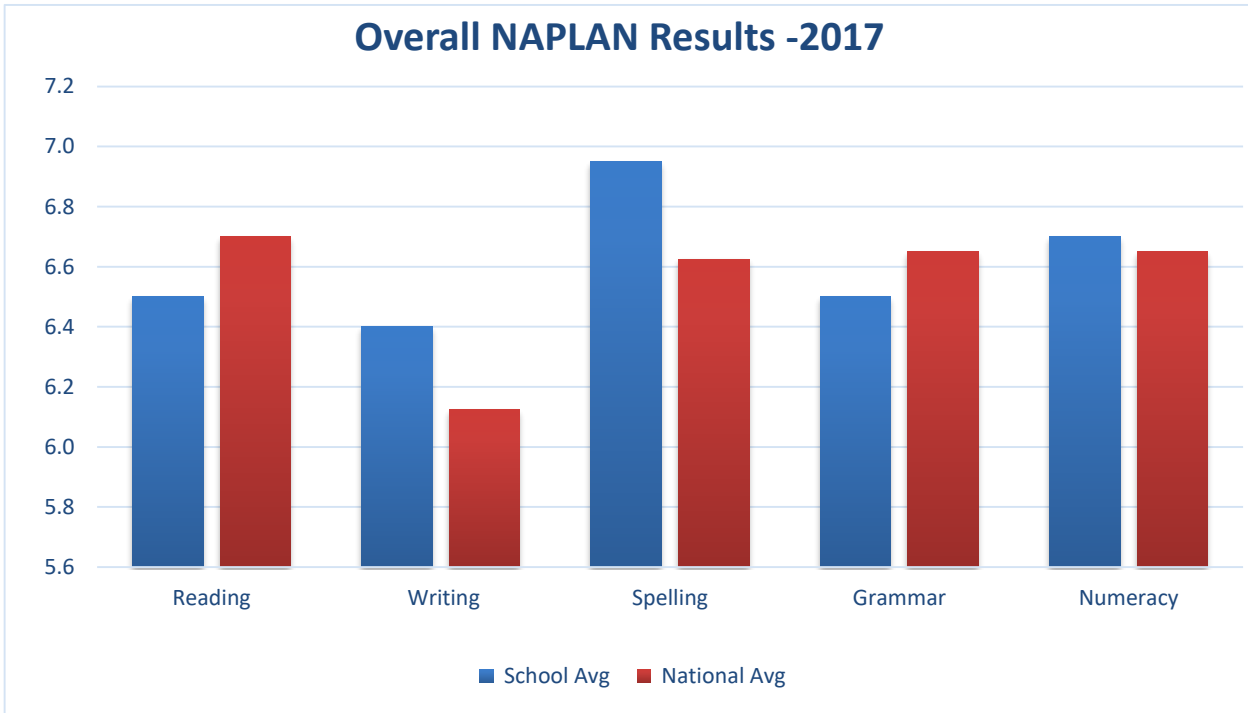
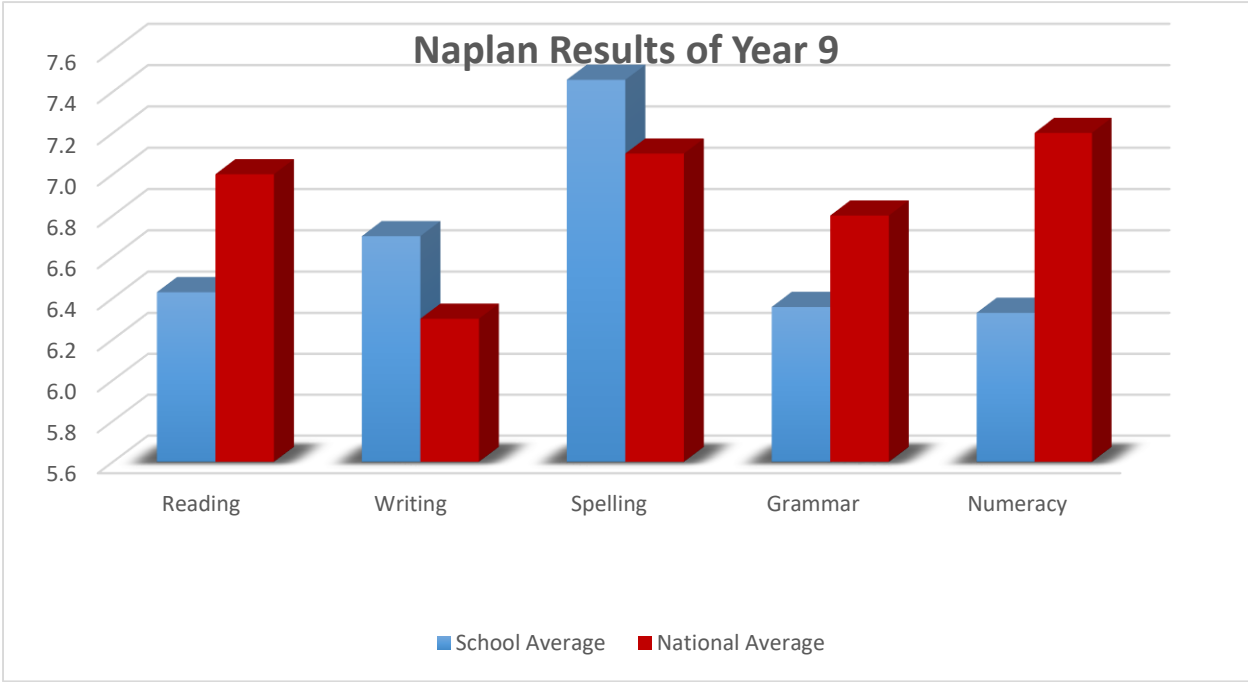


Naplan Results of Year 5



Year 7





Western Grammar School is improving its academic standards but due to the expansion of the school and development of infrastructure our efforts were affected and that caused a slight decline to the academic results of NAPLAN. However, the impact is insignificant and after achieving purpose built academic facilities we anticipate that our pace of improvement will multiply. NAPLAN results of 2017 are slightly lower than 2016 but they are still on satisfactory level. Our school has achieved 65-70 percent above the National average in Literacy and Numeracy across all classes. We anticipate that from 2019 and onwards will be another era of school’s remarkable achievements and performance.

Overview of 2017 NAPLAN results is basic information for the parents to understand the school's performance. Parents should use this information to better understand purpose of NAPLAN and provide us proper feedback.

Parents are also requested to read the below mentioned information as an assistance and tool required for the understanding 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.

ICAS and Other Internal Assessment Programs

Our school is participating in ICAS since last three 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 plans to improve their academic level.

High School Certificate

2017 was the first year that WGS had classes for Year 11 and Year 12. Our first HSC batch is set up for success with small class sizes and learning strategies uniquely adapted to our students. We strongly believe that our first HSC batch will give a good surprise to the parents and the community WGS, and their efforts and results so far have been satisfactory. In 2018, this HSC batch will be our first graduating class, and it is our responsibility to prepare them, both academically and otherwise, to face the challenges ahead.

Numeracy and Literacy Strategies

Western Grammar School has a consistent and invaluable literacy and numeracy approach which is embedded in our daily teaching. Literacy and numeracy are crucial to the success of individuals in both their career aspirations and their quality of life. WGS has multiple activities including ESL classes that are conducted to assist the student facing difficulties in the English language. Western Grammar School provides a coherent framework for achieving excellent outcomes in students' literacy and numeracy.

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 writing competitions, book week, spelling bees, 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 reward 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 of literacy and numeracy 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.

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.

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 the world of numeracy around them. 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 that 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 teachers organise rotational incursions that allow students to explore concepts of maths in an engaging manner. To support this digital learning further, the school has acquired tablets for the students to work on in class.

Technology Supported Learning

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 Information and Communication Technologies (ICT) is thoroughly implemented into various lessons. Learning today demands new pedagogical and technological approaches to using ICT.

Western Grammar School has recently reviewed this essential student facility to provide all school students with the most important tool of information access and management as computers became an integral, rather than optional part of the educational process. The school is equipped with three computer labs for all students. Our primary classes have access to tablets which allows them to integrate digital learning within the classrooms, instead of the computer lab.

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. School network, computers, devices, and Internet access are closely maintained by our IT department who also provide all users with the support they need.

In 2017, a new digital initiative involved our Year 11 class. As they approach the HSC examinations, the students of Year 11 are required to complete increasing amounts of their academic work using technology, and having regular access to a personal computer at school is essential for their progress. Consequently, Western Grammar School supplied each HSC student with a personal laptop for use during school hours. These laptops represent our support for our students and additionally act as motivation, as any student who achieves a Band 6 grade in their HSC exams will be granted full ownership of their laptops. This initiative has been very successful, and our students have been using them with marked results.

Student Enrolments

WGS has achieved a lot during 2017, and that has increased the level of confidence in the wider community which consequently increased the demand for our school. Student enrolments have significantly increased in 2017, which is evidence of the performance and rapidly growing image of the school. Therefore, we can clearly foresee further growth and development in the future of our school. The community has seen an improvement in our facilities, academic performance and the overall caring environment we provide at WGS. We were ready to take on the challenge and work with parents in improving their children's academic levels even when they are academically lacking.

Our enrolments are governed by the school's enrolment policy. This policy is available at our school website. Parents wishing to enrol their child at Western Grammar School are required to complete an enrolment form and pay an 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 issues 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 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 allergies/medical conditions
- Information regarding asthma and/or anaphylaxis and supporting action plans
- Two recent school reports (if applicable)
- NAPLAN results (if applicable)
- Information relating to any special needs, diagnosed disabilities, or gifted/talented
- Relevant court orders (if applicable)

When the completed application form and fees are received, the admin will notify the parents/guardians of a date when their child will require to sit an entrance exam for the assessment of students' entry level. After the exam and interviews, the coordinator and deputy principal or any designated senior staff prepares a report for the principal for an approval of admission. Senior staff review the student's 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 and building fees have to be paid in advance.

A withdrawal form has to be filled if a parent wishes to withdraw their student. The 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.

Student number has increased 12% since the census of August 2016 to census of August 2017.

Enrolment status as at August 2017	
Primary	194
High School	66
Total	260

Student Attendance

WGS monitors student attendance very carefully. Late arrivals need to come to the office to fill in notes to explain their lack of punctuality to school. This procedure is adopted to monitor which students regularly arrive late at school, which gives us the opportunity to address these issues of punctuality or attendance with their parents.

Parents/Guardians of Students need to explain the reason behind the absentees of their child if he/she is away from school. WGS has embraced this methodology to guarantee that students are protected and their nonappearance from the school is explained. Contact with parent/ guardians has proven to be exceptionally successful method for monitoring student's attendance.

Parents of students who are absent from school are contacted on a daily basis to find out the reasons for their 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. Western Grammar School's attendance policy is available on our school website.

Parent/ guardians of students who wish to apply for long leave for reasons other than sick leave are asked to fill a leave form including the reason for nonattendance from school. The parent/carer should apply for leave ahead of time and is subject to the approval by the Principal. This enables us to monitor the nonattendances of students and we can offer help to students going away from the school for any period of time. We urge all parent/guardians to constrain their child nonattendance from school and to plan holidays in school breaks. Extended sick leaves and unexplained nonappearances will be informed to the school Liaison officer. Student records will be kept for a period of 7 years. The school can deregister students due to their unexplained, implausible and unreasonable absence from the school.

Student Attendance Record of 2017

Class / Year	Absence (%)	Attendance (%)
Kindergarten	7%	93%
Year 1	6%	94%
Year 2	5%	95%
Year 3	5%	95%
Year 4	6%	94%
Year 5	7%	93%
Year 6	3%	97%
Year 7	6%	94%
Year 8	8%	92%
Year 9	7%	93%
Year 10	8%	92%

Outline of Key Policies

Enrolment Policy

Western Grammar (WG) aims to provide education for children in a supportive and educational environment. The School will teach the NESA curriculum and Islamic Studies subject to the enrolment and needs of the students. All parents and students are expected to support the ethos

of the school. First preference of admission will be given to those students who have siblings attending the school subject to the fulfilment of other criteria determined by the school from time to time. Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment. Detailed information regarding SES etc. can be obtained from my school website www.wgs.nsw.edu.au

Welfare

Western Grammar School is constantly developing and implementing policies, procedures and programs for the welfare and safety of students. It is not only the legislative requirement, it is part of WGS mission to provide safe, supportive and healthy educational environment to the students of Western Grammar to achieve the primary objectives WGS. Therefore, along with policies and procedures specified under to topic of safe and supportive environment further following polices are being implemented for the safety and welfare of WGS students.

Administration and governing body of Western Grammar school understands the importance of safety and welfare of the students. Safety and welfare is directly related to the physical, spiritual and psychological health of the students. Western Grammar has placed following policies to cater the need of above mentioned issues and these policies are subject to further review and improvement.

1. Work Health and Safety Policy
2. First Aid Policy
3. Emergency Evacuation Policy
4. Students Welfare Policy
5. Anti-Bullying Policy
6. Pastoral Care Policy
7. Community and Grievances Policy
8. Complaint Resolution Policy
9. Staff Code of Conduct
10. Asthma Policy
11. Equal Opportunity Policy
12. Risk Management Policy
13. Security Policy

School has developed almost 65 policies to deal with every possible situation

Child Protection

The safety, protection and well-being of all students is of fundamental importance to Western Grammar School. The School has a range of different obligations relating to the safety, protection and welfare of students including:

- a. A duty of care to ensure that reasonable steps are taken to prevent harm to students;
- b. Obligations under Child Protection Legislation; and
- c. Obligations under Work Health and Safety Legislation.

The purpose of this Policy is to summarise the obligations imposed by Child Protection Legislation on the School and on employees, contractors and volunteers at the School and to provide guidelines as to how the School will deal with certain matters. Child Protection is a community responsibility.

Key Legislation

There are three key parts of Child Protection Legislation in New South Wales:

- a. The *Children and Young Persons (Care and Protection) Act 1998 (NSW)* (the **Care and Protection Act**);
- b. The *Child Protection (Working With Children) Act 2012 (NSW)* (the **WWC Act**); and
- c. The *Ombudsman Act 1974 (NSW)* (the **Ombudsman Act**).

Further details relating to our Child Protection Policy is available on our website www.wgs.nsw.edu.au or can be obtained by contacting the school office.

Anti-Bullying

Bullying is defined as repeatedly hurting another person who is less powerful – either physically, verbally, socially, psychologically or online. Bullying is characterised by an imbalance of power - a group of students against a single child, an older child against a younger child or a physically stronger child against a weaker one. The behaviour is intentional, may be premeditated and is repeated over time.

Bullying may include:

Physical: Including hitting, punching, tripping, spitting, scratching, damaging, hiding or stealing belongings or throwing objects at someone.

Verbal Abuse: Including name-calling, teasing, abuse, putdown, sarcasm, insults, threats, and demeaning language.

Social: Including ignoring, excluding, isolating, ostracising, alienating, making inappropriate gestures.

Psychological: Including spreading rumours, dirty looks, hiding or damaging possessions, malicious and email messages, inappropriate use of camera phones.

Cyberbullying: Through the use of social and other digital media, this may include offensive text messages, publishing private information creating hate sites implementing social exclusion campaigns on social media sites and random acts such as pranking.

Threats: Threats of violence, payback or harassment.

The policy sets out the processes for preventing and responding to student bullying. At the same time the school has a range of policies and practices including welfare and behaviour management policies that are applicable to student behaviour in general.

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 or contact the school office

Behaviour Management

Behaviour management is one of the most important issues for almost 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 imperative that all staff are equipped to deal with these issues effectively. For this reason, WGS management has conducted numerous professional development sessions dealing with the topic of behaviour management. Aside from 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.

Additionally, our school employed professional staff for the welfare and personal development of the students, including a school counsellor who speaks with students with behavioural or other issues. Our behaviour management system is reviewed annually to ensure that we achieve targets.

Safe and Supportive environment

Western Grammar School recognizes the value of the below mentioned factors and has developed various policies and procedures to ensure that the environment at our school is a safe and supportive environment. A safe and supportive environment is the foundation for a successful educational institution and is essential to ensuring our students' welfare. Student welfare encompasses the spiritual, physical, academic, social and emotional well-being of the students.

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 2017

Book Fair

Western Grammar School organises Book Week annually. In 2017, it was a week full of events and excitement, and it was one of the most popular events of the year. Throughout the week, teachers focused on fun ways of improving literacy and reading skills. We had the Scholastic Book Fair, where students loved buying new books and stationery. To complete the week, we have the character parade. Students dressed up as their favourite book characters, and the best dressed students won prizes and awards.



Boys School Camp

For their third annual camp, the WGS high school boys went off to Milson Island to spend the weekend. The trip was a huge success and our boys had a lot of fun while also learning key life skills with team building exercises, leadership opportunities and regular talks given by the teachers. They enjoyed kayaking, rock climbing, swimming and much more!



Athletics Carnival

The Athletics Carnival is one of the high points of the year at Western Grammar School. Each year, students from Kindergarten to Year 12 compete at Blacktown International Sports Park,

participating in events such as long jumps, relay races, shot put, high jump and more. Our four teams each did their absolute best, winning ribbons and having fun as they competed to win the trophy. Red team claimed the position of champions again for the second year running.



Science Week

Every year, Science Week is one of Western Grammar's most anticipated events. Chock full of exciting activities, fun incursions, colourful experiments and amazing art projects, Science Week is a combination of fact and fantastic. Our primary and high school students were thoroughly engaged throughout the week, with lunchtime demonstrations, a student made science museum and an exciting CSI case.



Sports Excursions

This year, our school began a new initiative that encouraged our high school students to build on their athletic skills and participate in more sports activities. With a new girls' soccer team, Western Grammar School's high school girls participated in three inter-school sports competitions while the high school boys' team participated in two. The competition was fierce, but our students thoroughly enjoyed themselves and won awards for excellent sportsmanship.





English Excursion—Macbeth

Year 10 English students went on an exciting trip to the city to watch a theatre production of Shakespeare’s *Macbeth*. The students had been reading and analysing the play throughout the term, and the opportunity to see it being acted out live in the form it was originally enjoyed in was instrumental to their understanding and appreciation of it.



Gymnastics

During Term 4 of 2017, our primary students were treated to an extracurricular program. Each week, our school was visited by two amazing gymnasts from 'Fit Futures' who set up activities and challenges for each class. Over the course of the term, the students of Kindergarten to Year 6 each had gymnastic sessions with their classes and learned a wide range of new skills. They loved trekking through the challenging circuits, whether it be the balancing beam, the trampolines or even group exercises. The program was a huge hit and we look forward to holding it again in 2018.



Annual Awards Assembly

The 2017 Annual Assembly was the perfect event to end our exciting year. For the fifth year running, we organised the assembly to reward and recognise the efforts and hard work of our students. Because of the growing number of students, staff and parents, we split the event into two sections—the morning session celebrated the achievements of our lower primary students from Kindergarten to Year 2 and the afternoon session comprised of the awards ceremonies for Years 3 to 12. In addition to awards, the Annual Assembly also symbolised a very special step for many of our students—graduation! Our Kindergarten and Year 6 class donned their graduation gowns and hats as we commemorated their advancement to the next stage of their lives. Combined with the entertaining skits and songs performed by different classes and the delicious lunch that was served, the Annual Assembly was a great hit.



Parent Satisfaction and Feed Back

Western Grammar School believes in giving importance to the feedback of parents and adhering to a proper, constructive and productive feedback of the parents. WGS believes that productive feedback is like a guiding light to achieve a set goals of providing quality education to the students. It is a firm policy of WGS to consult and give priority to the opinion of all those who show interest in wellbeing of students' academic and social life.

Parent teacher meetings, formal and informal conversation with parents and three-way communication channel is one of the mediums through which we measure the performance of our students and the school, and at the same time the level of satisfaction of parents. Communication and coordination between parents and teaching staff on a regular basis helps to identify issues and possible concerns that can hamper students' performance at academic and social levels. This regular communication between teachers and parents also helps to identify factors that can cause dissatisfaction toward school performance and can be sorted out by raising concerns through regular correspondence in the form of telephone or communication through student diaries.

WGS welcomes all the mediums of communication that can help to identify and gave indications regarding satisfaction level of parents toward school and to identify points of concerns. WGS conduct parent-teacher's face to face interviews twice a year. If any concern is raised at any particular time about any student, informal meetings of teachers and parents are held time to time, apart from these two interviews. All teaching staff are directed to understand and accommodate any point or concern raised and they are required to consider all possible options and to follow up regularly until concerns are resolved. As this will help to define a mechanism to improve the school performance on regular basis.

During 2017, feedback was requested from the parents with a focus on Literacy and Numeracy and general performance of the students. The survey results showed a high level of satisfaction from parents providing insight of the parents' opinions and perceptions regarding teaching and learning methods of WGS staff. As a result, very few parents came up with their concerns. Those concerns were addressed effectively and were resolved with mutual understanding. 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 NESA syllabus.

These events and surveys also helped WGS to identify the areas of improvements and serve as a guiding principle for developing action oriented implementation plans for additional professional learning sessions. Parent surveys addressed the areas of physical environment, facilities, communication, learning, behaviour management of all students. The parent surveys were conducted during parent-teacher interviews and concerns were addressed with further individual interviews to gather more information about said concerns and to increase the level of parents' satisfaction.

Overall, the results show high level of satisfaction of parents and students towards the facilities and teaching and learning practices occurring throughout the school. WGS highly regards and appreciate

high level of community support towards the school. Our student population has been increasing at a substantial rate. We observe a high turnout at parent-teacher interviews and similarly welcome many at information evenings and open days.

2017 overall academic performance results have shown outstanding improvement in many areas due to the strong commitment and hard work of our staff, parents and students. With better and improved facilities and adequate resources students were able to perform efficiently and effectively. WGS aims to connect with parents on a regular basis to give regular reports on students' performance. Teachers receive continuous training from AIS, thereby ensuring students are constantly improving in all areas, and this forms part of our school improvement plan.

Western Grammar Teaching & Other Staff Profiles in 2017

All our teaching staff are registered, accredited and are endorsed for educating the Australian curriculum as per standards and requirements of NESA. The number of staff is increasing every year due to increase in student numbers and rapid growth of the school. We have a good rate of retention due to our pleasant and productive working environment. We are building a group of exceptionally devoted, faithful and dedicated individuals. It is another measure to improve the performance of WGS.

Our teaching staff feels that our working environment is friendly and pleasant. Staff at WGS plainly see that a sound and cooperative working environment will positively affect the students and that may encourage them in accomplishing high academic achievements. Senior administration, staff and principal are friendly and task oriented. They are professional at resolving and addressing the raised concerns while maintaining the positive environment at WGS.

We have an open approach and staff are additionally given the chance to be a part of the basic leadership process at school enabling them to feel regarded and taking ownership and self-initiatives at school. Staff members have a strong bond with school that long traveling distance from school to home makes no difference in their dedication and commitment towards school.

Teacher's Standards & Rate of Retention

All our teaching staff members in 2017 were Australian qualified holding relevant qualifications 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 reasons and some left school for some other personal reasons. As a whole most of the staff is working with the school on a long term basis and they are highly committed to the school and its environment. As the school is growing and new members are joining us every year and due to this team building process we are getting new staff every year. More than 90% of the staff is

joining and staying long-term with the school. Those who left due to 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.

Educational Environment

At Western Grammar School (WGS), the educational environment is essentially good and students are given a safe, protected, steady and wonderful environment for their study needs. At WGS, bullying isn't permitted and is firmly hindered. Therefore, students who wish to learn have better chances to accomplish their objectives and academic success.

The standard and quality of education depend upon the educational and learning condition of any institution. Instructional methods were adjusted with the consideration of current teaching methods to help in delivering the educational syllabus successfully. The Primary Coordinator worked with teaching staff to deliver the curriculum in the most organized and engaging style for students. A lot of work was done to plan for the execution of the new History and Geography syllabuses.

At WGS we ensure that students and teachers cooperate in a productive and task oriented environment that is helpful in dynamic instructing and learning. Each individual in the learning process supports the other, regardless of whether it be a specialist, researcher, instructor or student.

Students from Kindergarten to Year 10 study Arabic, with study plans designed for different levels starting from beginners, intermediate to advanced level. Physical Education is as important as academic educations as it is a rule of nature that healthy mind always lies inside a healthy body. WGS regularly organize and arrange physical sports activities for their students. Different sports events are held at different times in the year involving individual participants as well as group competitions as well.

Different committees were formed to oversee and manage the curriculum aspects at school. KLA's committees were formed in 2017 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.

Staff at Western Grammar School ensure that the educational modules are adaptable and receptive to the students' different educational needs. This diversity enables us to expand upon every student's ability to create as a self-coordinated and versatile student, when they are ready. We should first comprehend what they know, then expand on this to present new information, as opposed to giving a standard way to deal with learning. Students are introduced with assignments that require to improve and capitalize on their skills.

The consistent and close observing of the most recent and instructive research is the primary reason behind extraordinary learning opportunities given at Western Grammar. WGS believes that when the connections between hypothesis, real classroom practice, and ground experience are joined, a collective and profound learning society is built up. That culture promotes an eagerness to discover, take risks and develop an independent, courageous spirit, so failure is not met with disappointment and loss of hope but a motivation to learn, and a resilience to push forward. As a whole learning and teaching environment at Western Grammar is dynamic, multidimensional and produces amazing results.

Curriculum and Tutoring

WGS is of the view that all students are capable of learning when the educational modules are separated to meet their varying needs. Learning ought to be arranged and organized in fascinating and testing ways that motivate them and enable them for creative reasoning. The school intends to produce students who are proficient, daring individuals and long lasting learners. Western Grammar School is focused on offering students a quality and evidence based training. Projects are created as per National Educational Standards of Australia (NESA) prerequisites and are intended to prepare students for the 21st century, through the improvement of skills and methodologies that enable them to perform positively at any platform. WGS is responsible to meet the adapting needs of students. Students learn at various rates and show distinctive capacities at the most early stages.

Special Needs

Western Grammar School is focused on magnificence in the educating of young children with special needs. We believe in a holistic conviction, which focuses on independence, correspondence and social fitness for both present and future environments. In accordance with the NSW Curriculum results, the programs for Western Grammar School are drawn from the Australian Curriculum and NSW Syllabuses. We additionally look to the broadened areas of Literacy, Numeracy and Personal and Social Capability for those students who are using individualized educational modules.

WGS gives a Learning Enhancement Program, which is an innovative and multi-faceted program that gives a strong basis for future educational programs. It is an extraordinary way to help the students with special needs. WGS staff comprehend that students have different understanding levels and absorb knowledge at different rates thus we have set up customized instructing projects to help those students who take in information more gradually or need extra help, while in the meantime permitting the individuals who are requiring enhancement, the chance to push themselves further. Our Learning Enhancement Team (Committee leaders, Teacher's Aides and Coordinators) ensure that they understand and support students with special needs. Amid these sessions teaching-team work with the all students in the class to help them in the advancement of their aptitudes at a level that suits their capacity. This procedure is developed after extensive and

comprehensive planning supported through identification of students special learning needs and performance, and continuous educational modules adjustment.

Staff Training & Professional Development

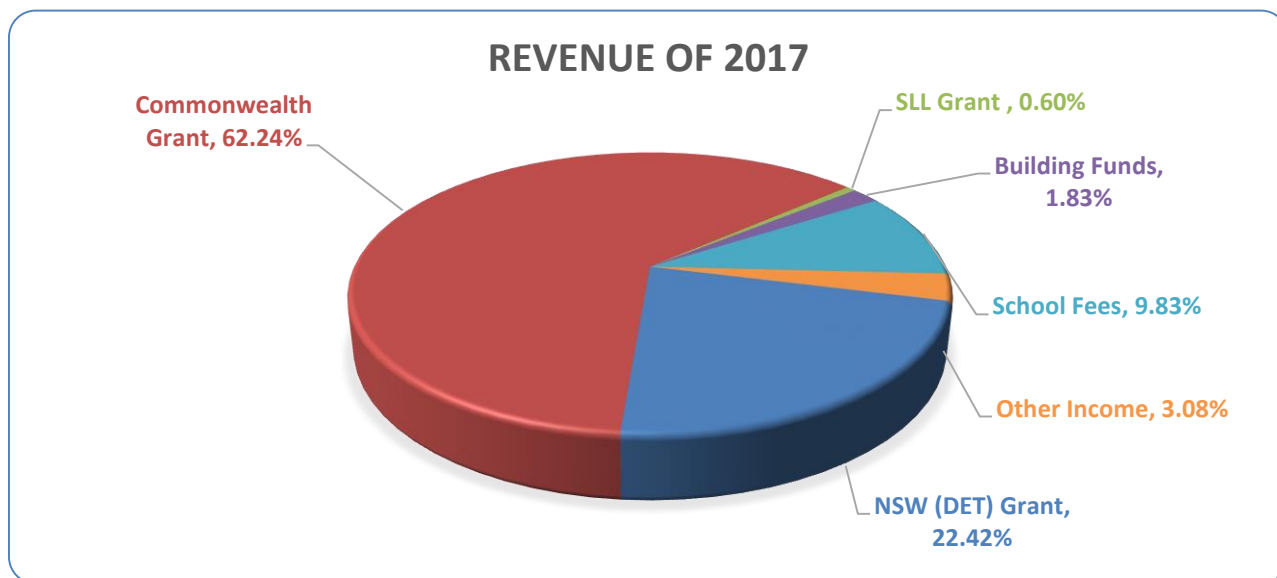
WGS gives utmost importance to the policy of professional development (PD) and training of the teaching staff in order to enhance their educational standards and skills as per stipulated in the NESAs manual. WGS organises such programs to provide additional opportunities and support to the teachers to keep their skills up-to-date and to keep pace with the changing trends and new requirements. These programs enhance their abilities and refine their skills. Having updated skills will have a positive impact on the growth and performance of the students as it is generally believed that students will learn more when educators will learn. In the present world everybody wants to keep pace with the changing world. If we want to see our children successful in their professional lives, we should enable our educators to update their skills as in this way they can encourage and motivate their students to adopt changing trends and will motivate them to implement new technological improvements. This professional development program enables teachers to educate their students professional tactics of effective communication, critical analysis, problem solving, and leadership skills and to motivate them for their best performance.

These underlying factors enable WGS to provide such PD's to their teaching staff so that they will be adaptive to any new development and can refine their skill in a way so that they can optimize their students' performance. During 2017, more than 8 days were allocated to the formal PDs and various informal short training sessions during staff meetings were conducted throughout the year. WGS believes in the professional development of all the staff members including board members especially in the area of governance so that they can execute their responsibilities and operations in an effective way. WGS takes the services of various external experts in the areas required training for the staff development. WGS believes training and professional development as an investment in their staff members which provides profitable returns in the form of high performing and skilled students. We believe that having such PD's in an organization will help to maintain a positive and professional mindset in the organization as these PD's will enable WGS to perform effectively and efficiently. Training sessions are required to improve efficiency and instil positive attitudes among employees is necessary and present at WGS.

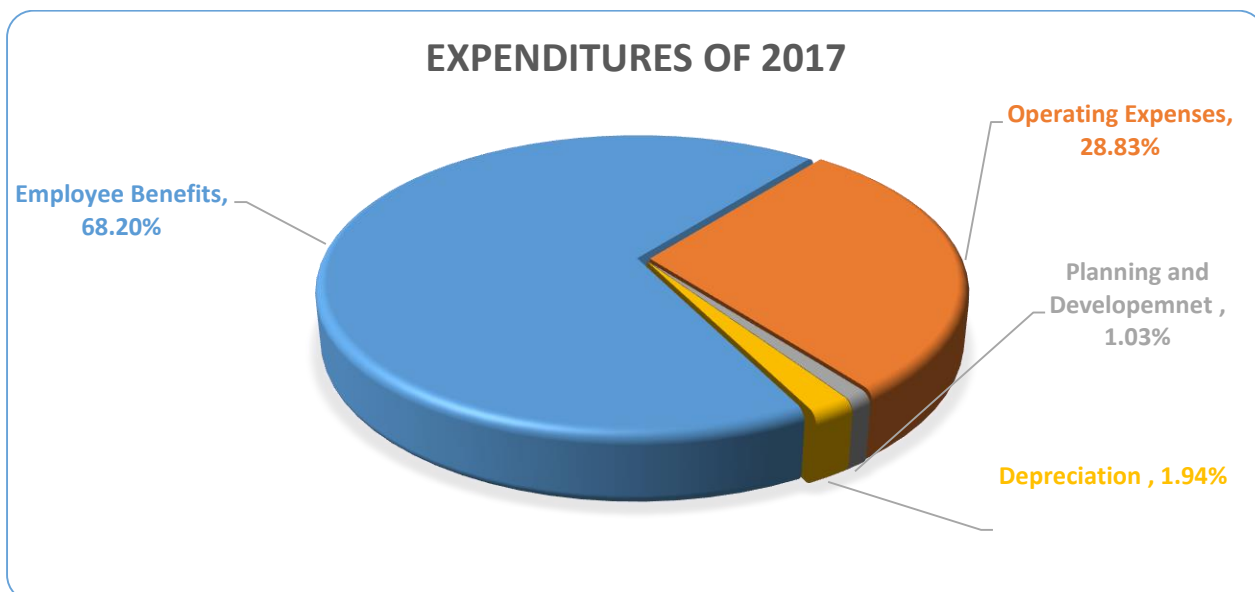
The professional development and training sessions are also important to maintain the working environment. During these sessions we spend time in identifying and addressing the underlying issues that can hamper our working environment and factors that can help to maintain and enhance our performance. This process has a direct effect on staff satisfaction level and removes their misunderstandings and boosts their level of confidence which ultimately improves WGS staff performance. Other teaching tools and effective techniques were also part of PDs in 2017. Topics such as classroom management, behaviour management, positive reinforcement, effective teaching pedagogies, how to be a 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 2017.

Financial Summary

Revenue: During year 2017, the school received more revenue due to the of increased number of students as compare to the previous years. 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 shown below.



Expenditures: The main expenditures of the year 2017 were the employees benefit including staff wages, superannuation and other benefits related to the employees. Operating expenses are including but not limited to the building and equipment rental, repair and maintenance, office and building expenses, IT equipment and services, teaching resources and student related expenses. Planning and development expenses are related to the expansion of school buildings. School property was purchased during 2017 and construction of stag2 building is in progress. Western Grammar School remained profitable in 2017.



Academic and Extra-Curricular Related Achievements

1. First intake of HSC (Year 11) progressed into the term 1, 2017.
2. NAPLAN.
3. ICAS.
4. Two half yearly assessments and graduation of kindergarten and year 6.
5. Improvement literacy and numeracy as guided through SLL and other teaching support staff.
6. Many other extracurricular activities took place including Science Week, Book Fair, Excursions and Incursions, Athletic Carnival, School Camp, Writing competition, Inter-School Sports Competition and Etc.

Overall performance of the school remained satisfactory.

Further Infrastructure and Facilities Improvement

During 2017 below mentioned tasks were accomplished in order to improve school educational facilities.

1. 5 stage master planning for the school building.
2. DA application for the construction of stage 2 building.
3. Science lab resources and plan for the purpose built science la in stage 2.
4. School software.
5. Website and IT infrastructure improvement.
6. New computer Lab.
7. Books and teaching resources for the library.
8. Computers for the year 11 students.
9. New furniture and equipment.
10. Improved playground and sports facility.

Conclusion

WGS is continuously progressing and satisfactorily performing in all areas. Our academic performance, growing number of the students and rapid expansion are striking evidences that indicates that educational standards and image of the school is being recognized by the community. School has entered into the second stage of its establishment, in order to achieve its aims and objectives including preparing young generation to be the productive part of Australian society.



“KNOWLEDGE IS THE ULTIMATE SOLUTION”

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