



# Western Grammar School

KNOWLEDGE IS THE ULTIMATE SOLUTION



# 2018

# ANNUAL REPORT

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## About this Report

Western Grammar School (**WGS**) 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 2018, 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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Address:	15 Cannery Road, Plumpton, NSW 2761.		
Phone:	02 9677 9229	Fax:	02 9675 4060
Email:	<a href="mailto:info@wgs.nsw.edu.au">info@wgs.nsw.edu.au</a>		
	<a href="mailto:principal@wgs.nsw.edu.au">principal@wgs.nsw.edu.au</a>		
Website:	<a href="http://www.wgs.nsw.edu.au">www.wgs.nsw.edu.au</a>		

## Chairman's Message

Western Grammar School, in its seven years of operation, has been establishing itself within the Australian community and emerging as a school with a high academic standard. From humble beginnings in 2012 with less than a dozen children in primary classes (K-4), we have grown to cater for students in both the primary and secondary stages of their schooling and in 2018 we saw the first cohort of HSC students graduate from the school with significantly high grades. This is an excellent accomplishment and achievement for the school. The primary goal of becoming the top school in Australia is achievable through the continued hard work and passion of the school's management and staff.

2018 has been a particularly momentous year for Western Grammar School in terms of the growth and accomplishment of many milestones and targets. We have seen the rapid growth of infrastructure with the start of pre-construction process of the stage 2 building which is a part of the Master Planning and long-term strategy to establish purpose-built quality educational facilities. On the completion of stage 2 building we will see an addition of 4 classrooms, science lab, library, administration and IT facilities which will be a major achievement for the school.

The number of enrolments continue to grow and the board is looking to expand the school further with a similar style of building. Construction of stage 1 was completed in 2016 and construction of stage 2 has started during 2018. Western Grammar School has great commitment and support from the parents and the community and 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 high set of targets.

As each year progresses, it becomes a privilege for the School Board to continue serving the community to help our students and graduates grow into effective, confident and ethical young Australians who will be a credit to their families and society as a whole.

The future of Western Grammar is very bright and positive, 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 and express gratitude to the staff of Western Grammar for their continued dedication and hard work, and the students, parents and members of the community for their continued support for the school.

**Subhan Ali JP**

**B.Arch, RAIA, GradDipBS, GradCertFM, CFM  
Western Grammar School  
Board Chairperson 2018**

## 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 10<sup>th</sup> August 2018 was 284 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 pursuant of knowledge and not the knowledge in pursuant of the child”** (George Bernard Shaw)
  
- **“Education is transmission of Civilizations”** (Will Durent)
- **“Who dares to teach must never cease to learn”** (John Cotton Dana)

## School's Mission

Western Grammar plans to accomplish its 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. The school 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.

Our target is to facilitate an environment in which students develop a positive, outward looking view of the future for themselves, and for the wider community. Western grammar aims 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 2018

Western Grammar School, in the year 2018, has undergone a lot of challenges and added a new milestone to the history of WGS. This year our first batch of year 12 students sat for the HSC exam and graduated from our school. Our HSC results for 2018 were of high standard, regardless of limited number of students who sat the exam. The school has continuously [WGS ANNUAL REPORT 2018](#)



improved the science lab and facilities in order to meet the requirements of HSC and high school students. The school is in the process of consolidating primary and high school sections, however, at the same time more experienced staff have been employed this year in order to provide quality teaching and coaching to the senior students to enhance their learning.

2018 has also seen the beginning of the construction of stage 2 after the approval of the development application. 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 and available for use by term 3, 2019. Additionally, the school has developed its' IT infrastructure and started using software's including Sentral 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 2018. 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, AIS, NESAs, dedicated parents, hardworking team of Western Grammar for their ongoing commitment and contribution to the progress and performance of the school.

## **Academic Performance – 2018**

National Assessment Program Literacy and Numeracy (NAPLAN) is one of the benchmarks for us to assess our school's academic performance. These annual assessments are developed 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.

During 2018 students participated in the NAPLAN, below mentioned graphs show the results of each class and overall NAPLAN results of 2018. Overall results of the students of WGS are significantly high and satisfactory. Mostly WGS stood above the national average in all areas. Year 5, 47% of students achieved at or above expected growth and 40% of students achieved below expected growth, in Year 7, 44% of students achieved at or above expected growth and

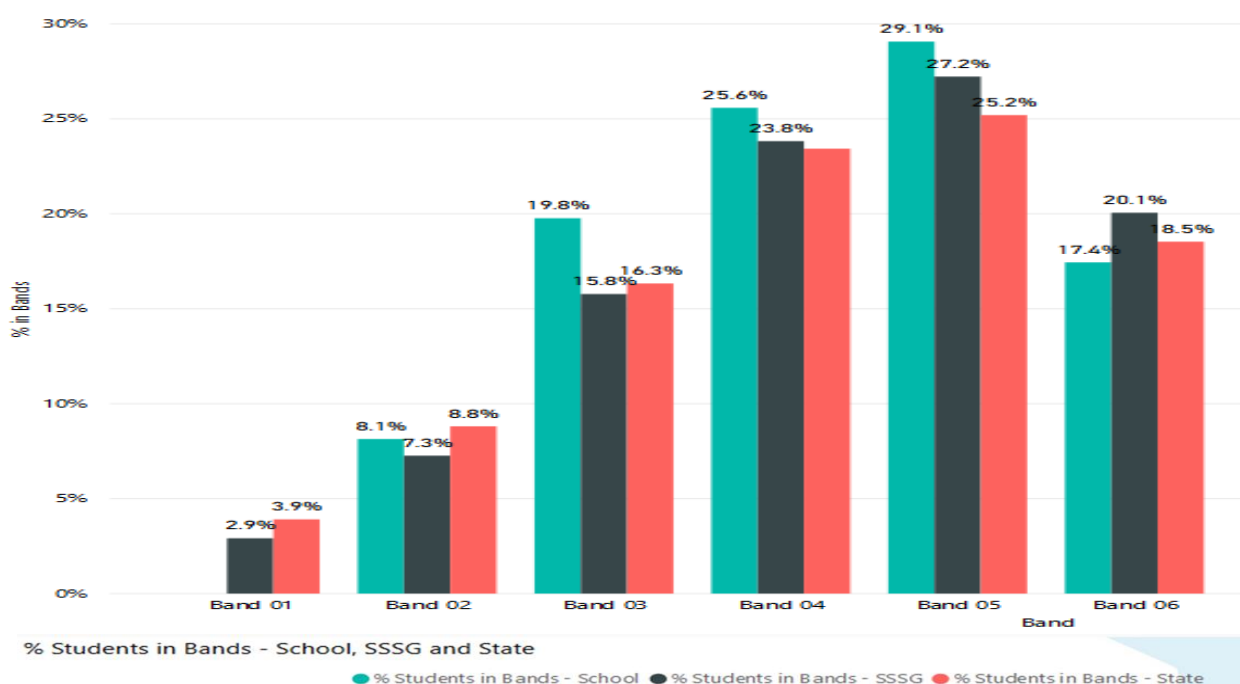
38% of students achieved below expected growth and in Year 9, 38% of students achieved at or above expected growth and 30% of students achieved below expected growth.

Top 2 bands of 2018 in each category and for each class were compared to 2017 results. Year 3 has shown a constant growth in the top 2 bands of Grammar and Punctuation, a good growth of 10.6% of students in Numeracy, a steady growth of 1.9% in Reading, a steady growth of 1.7% writing and a decrease of 16.9% of students in writing. Year 5 improved dramatically and reflected an increase of 20.9% in Grammar and Punctuation, a dramatic increase of 24.5% in Numeracy, an increase of 14.5% in Reading, an increase of 20.6% of students spelling and improved dramatically and reflected an increase of 15.9% in writing. Year 7 reflected steady results in the top two bands in Grammar and Punctuation and a slight decrease in Numeracy, Reading and Spelling. Year 9 improved dramatically and reflected an increase of 23.6% in Grammar and Punctuation, maintained the number of students in Numeracy as compared to 2017, a decrease of 7.2% of students in Reading, an increase of 8.3% of students in Spelling and an increase of 7.7% of students in Writing.

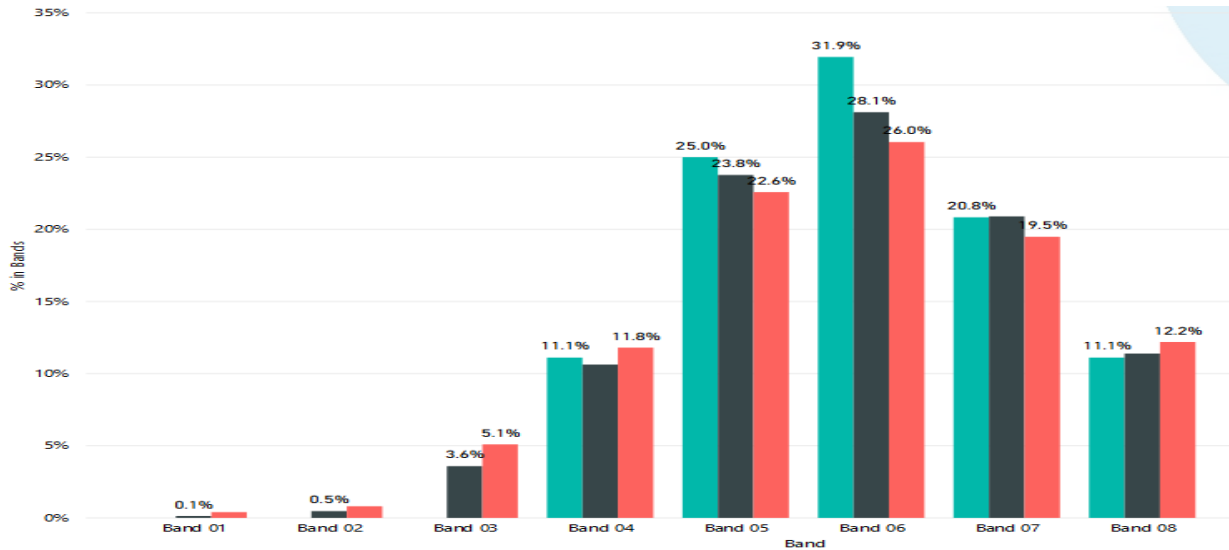
Western Grammar School is improving its academic standards but due to the expansion of the school and development of infrastructure our efforts were affected and that caused a slight decline to the academic results of NAPLAN. However, the impact is insignificant and after achieving purpose built academic facilities we anticipate that our pace of improvement will multiply. NAPLAN results of 2018 are slightly higher than 2017 in certain domains are still on satisfactory level. Our school has achieved better results in comparison to 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 2018 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.

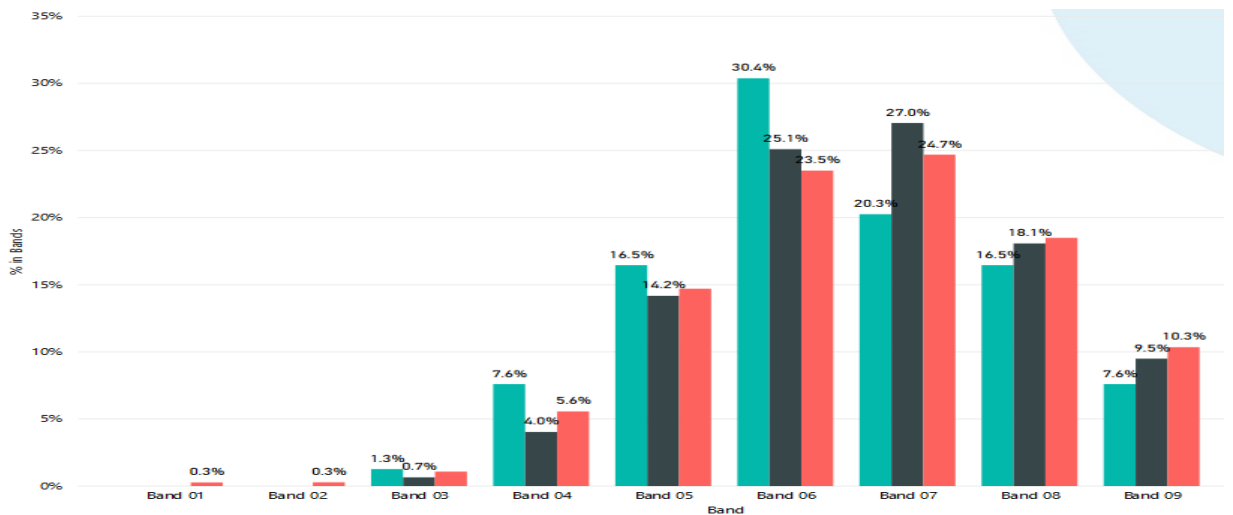
### NAPLAN Year 3, Overall Bands, 2018



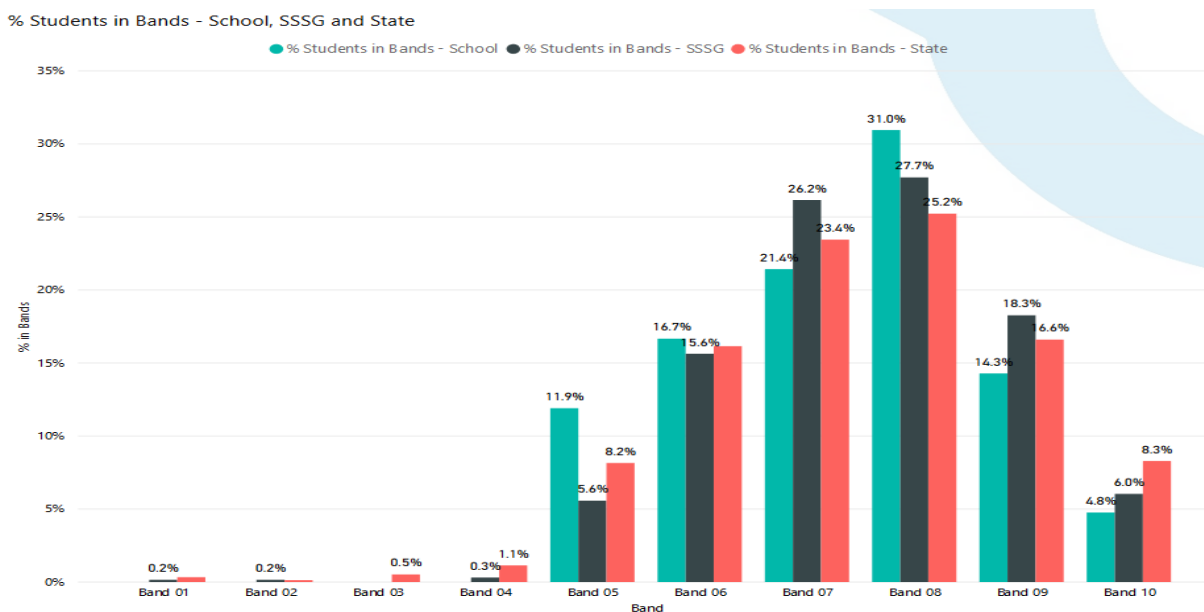
## NAPLAN Year 5, Overall Bands, 2018



## NAPLAN Year 7, Overall Bands, 2018

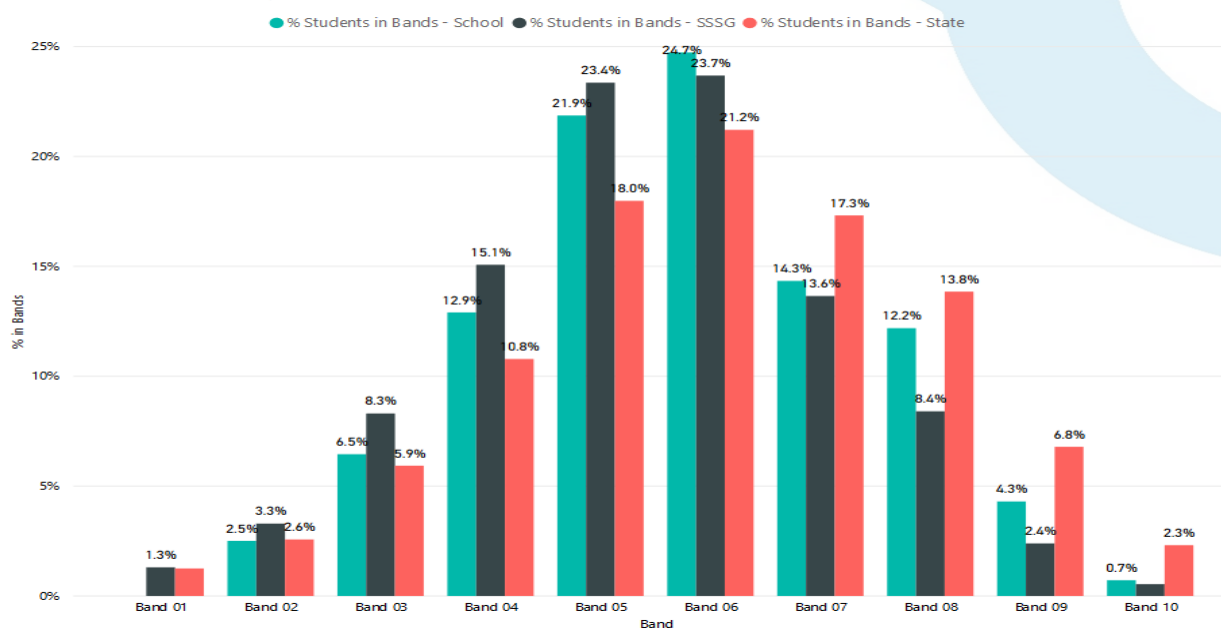


## NAPLAN Year 9, Overall Bands, 2018



## Overall Bands of WGS, 2018

% Students in Bands - School, SSSG and State



Western Grammar School has improved its academic standards quite significantly during 2018. The staff and students worked hard to their level best this was reflected in the results of NAPLAN. The school results were significantly 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 2018 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

The school is participating in ICAS since last four years. It is an independent, skills-based assessment program which recognises and rewards student achievement. ICAS is unique, being the most comprehensive generally available 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 (HSC)

2018 was the first year that WGS had classes for Year 11 and Year 12. First HSC batch graduated with a remarkable success, some students and their parents were in tears by looking at their children’s results that were way above their expectations. Parents passed very high remarks and left high impressions on the community about the efforts of school staff and management for the improvement of HSC students’ academic. As a result, more student applied for admission in the year 11. Although our Year 12 class size was very small, student joined WGS from other schools were academically struggling but they were improved significantly from 20% to 80 %. WGS could not accomplish any rank and may not be able to reach that stage until 2020 due to the less number of students. WGS set up for success with small class sizes and learning strategies uniquely adapted to our students. We strongly believed that the results of our first HSC batch was surprisingly rewarding for school staff, students and parents of WGS. The School had the first HSC graduating class and School is proud of the fact that the students performed beyond our expectations.

<b>OVERALL BAND ANALYSIS OF HSC - 2018</b>											
S.No	BAND	MARKS	BIO	BUSINESS STUDIES	CAF'S	ENGLISH	MATH GENERAL 2	MATH ADVANCE	STUDIES OF RELIGION 2	TOTAL	%
1	6	90% - 100%	0	0	0	0	0	0	0	0	0%
2	5	80% - 90%	0	3	0	2	2	0	3	10	22%
3	4	70% - 80%	5	2	1	4	0	3	3	18	40%
4	3	60% - 70%	1	2	1	3	1	2	0	10	22%
5	2	50% - 60%	0	2	2	0	0	0	1	5	11%
6	1	35% - 50%	2	0	0	0	0	0	0	2	4%
<b>TOTAL</b>			<b>8</b>	<b>9</b>	<b>4</b>	<b>9</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>45</b>	

## 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 learning support classes that are conducted to assist the student facing difficulties in the English language. Western Grammar School has a proper learning support department that provides an opportunity and coherent frameworks to the students for achieving excellent outcomes in literacy and numeracy.

Various initiatives including set activities of Premier Reading Challenge starting from March to August are undertaken to ensure 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.

During 2018 students participated 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 the 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.

At WGS importance is given for children to have a variety of materials to manipulate and 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.

The school has been involved in a variety of stimulating mathematical activities and programs. A stand out program that has been an amazing success, is Mathletics. The primary students

[WGS ANNUAL REPORT 2018](#)

participated 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 Mathletics account from both school and home. 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 provided laptops and tablets to 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.

WGS 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 computers has 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. New digital initiative involving our Year 11 and 12 classes were put in place. As our Year 12s approached the HSC examinations, the students 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 equipped the HSC student with a computer lab as well as the use of laptops during school hours.

School administration is also aware about the disadvantages and issues associated with the use of technology and adverse impact of social media on the students. In order to address this issue and concern school has installed a software (**Family Zone**) to minimize the risk and to be able to manage the use of technology in a safe and supportive environment for the students.

## Student Enrolments

WGS has received an influx of enrolment applications during 2018 for 2019, 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 2018 and towards the end of the year for the enrolment of 2019. The school could only accommodate around 50% of the applications received for the admissions in 2019 due to the limitation of learning space available at this stage. This aspect is one of the evidences about the performance and rapidly growing image of the school. Therefore, it is clearly foreseeable that further growth and development of facilities is imminently and urgently required. The community has seen an improvement in the facilities, academic performance and the overall educational environment and have verified through their expression of interest. WGS is ready to take on the challenge and work with parents in further improving their children's academic levels even when they are academically lacking.

WGS enrolments are governed by the school's enrolment policy. This policy is available at 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](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 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 all relevant policies including the school enrolment policies before signing any documents.

The student number is reflected in the table below as per census of August 2018.

<b>Enrolment status as at August 2018</b>		
Primary		193
High School		91
<b>Total</b>	<b>=</b>	<b>284</b>

## **Student Attendance**

WGS monitors student attendance very carefully. Late arrivals need to come to the office to fill in late notes to explain the reason for coming late to the school. This procedure is adopted to monitor student's late arrival which gives the school an opportunity to address these issues of punctuality or attendance.

Parents/Guardians of Students need to explain the reason for the absentees of their child if he/she is away from school regularly. WGS has embraced this methodology to guarantee that students are protected and their non-appearance from the school is explained and justified. Communication with parents/ 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 the 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.

Parents/ guardians of students who wish to apply for long leave for reasons other than sick leave are asked to fill a carers leave form and provide the reasons for non-attendance from school. The parent/carers should apply for leave ahead of time and leave is subject to the

approval by the Principal. It is advisable that parents must not make travel arrangements prior to the consent of leave approved by the Principal. This enables school to monitor the non-attendances of students and school can offer better assistance to students going away from the school for valid reasons, for any period of time. It is also recommended that parents/guardians should limit their children's absence from school and plan holidays in school breaks as this could impact students' learnings and academic performance. 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 and unreasonable absence from the school.

### Student Attendance Record of 2018

Class / Year	Absence (%)	Attendance (%)
Year 1	6.27%	93.73%
Year 2	7.82%	92.18%
Year 3	5.89%	94.11%
Year 4	9.30%	90.70%
Year 5	7.90%	92.10%
Year 6	9.16%	90.84%
Year 7	4.65%	95.35%
Year 8	5.50%	94.50%
Year 9	11.11%	88.89%
Year 10	10.70%	89.30%

**Note:** The attendance of the school students is satisfactory and is normally above 95%, however the attendance below 95% is due to the students going overseas on extended leave for personal and other family commitments as majority of our students are children of the parents migrated to Australia in the recent past. Usually all such families go to their country of origin once every three years. One or two students leaving on extended leave do effect the overall attendance ratio. According to the 2018 Census Western Grammar School has an overall K-10 student attendance of 92.54%.

## 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](http://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. In addition to legislative requirements, it is WGS's mission to provide a safe and supportive environment to students in order to achieve the primary objectives of teaching and learning.

The school board and senior management fully understands the importance of student safety and welfare. Welfare not only encompasses academic performance but also includes the physical, spiritual, emotional and psychological wellbeing of students.

The welfare team ran a number of events in 2018 including a grandparent's luncheon, charity food drive, Eid gift distribution, and an anger management workshop and role play. These events served to provide students with an opportunity outside of the classroom setting to develop the important values of empathy, kindness and belonging. The welfare team also arranged support for students from disadvantaged families by providing uniform assistance, groceries, etc.

The welfare team was further enhanced with the addition of a part-time school counsellor in term 4 of 2018. The school counsellor uses a number of techniques and strategies to assist those students who may be struggling with misbehaviour, unhappiness, academic performance, social skills, etc.

In 2018, WGS revised the following policies and procedures for approval by the school board:

1. Anti-Bullying Policy
2. Child Protection Policy
3. Staff Code of Conduct
4. Student Attendance Policy
5. Work Health and Safety Policy

## 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](http://www.wgs.nsw.edu.au) or can be obtained by contacting the school office.

## Anti-Bullying

Western Grammar School's anti-bullying policy and procedures are underpinned by the Islamic values of individual respect and acceptance of difference and diversity. The school has a zero tolerance policy towards any and all forms of bullying. The policy is directed at both preventing bullying and responding to incidents of bullying through a multi-faceted, ongoing and whole-of-school approach.

The school aims to promote a positive culture where the reporting of bullying is encouraged. The school is committed to a process that seriously and sensitively responds to reports of bullying and provides procedures where the victim is cared for holistically and the perpetrator's misbehaviour is managed positively. The anti-bullying plan for 2018 included teacher and parent awareness education, ongoing preventative promotion of positive behaviours such as respect and kindness throughout the school, and appropriate and consistent disciplinary measures founded on compassion.

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.

Further details related to school's Anti-Bullying Policy is available on our website [www.wgs.nsw.edu.au](http://www.wgs.nsw.edu.au) or can be obtained by contacting the school office.

## 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

Further details related to school's Discipline Policy is available on our website [www.wgs.nsw.edu.au](http://www.wgs.nsw.edu.au) or can be obtained by contacting the school office.

## 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

Western Grammar School's behaviour management philosophy is grounded on supportive and preventative discipline models. Our Behaviour management philosophy is not limited to shaping student actions, rather to shape attitudes in order to create characteristics which develop with intrinsic motivation, self-esteem and God consciousness.

At WGS every effort is made to correct the behaviour of students. We offer support in terms of one-on-one sessions to see how we may overcome the issues students are facing. Although we have the formal and informal processes in place, sometimes an incident of a serious nature may warrant a student to be moved straight to the formal system, depending on the severity of the incident.

Generally, 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. Beside PD's, regular staff meetings are conducted to discuss any behavioural concerns and seek input from other staff. This ensures staff are constantly updated of ongoing issues of student behaviour. The School behaviour management system and policies are regularly revised and communicated to both staff, students and parents in order to ensure maximum adherence. The School has employed additional professional staff for the welfare and personal development of the students, including a school counsellor and Welfare coordinator.

## **Student Awards**

At Western Grammar School awards are given to students in recognition of their academic achievement, creativity, leadership qualities, school sport representation, participation in service and community activities, and excellence in conduct and attitude. The presentation of awards will provide the whole school community an opportunity to acknowledge the achievements of the students and to celebrate with them.

Such recognition provides students with the motivation to continue performing at a high level, as well as setting a good example for others to follow. Consequently, through such recognition, WGS hopes to create an environment in which students realise that high standards of achievement in all areas are expected and shall be rewarded.

## **Safe and Supportive environment**

Western Grammar School recognizes the value of the below mentioned factors and has developed various policies and procedures so that the environment at the school is a safe and supportive. A safe and supportive environment is the foundation for a successful educational institution and is essential to ensuring students' welfare and academic performance. 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. The 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. The school reward system is used to motivate the students. Detentions are designed to retain or seize the privileges from students for a short time. Harsh actions such as suspension and expulsion are only used in exceptional circumstances as a last option just 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 2018**

### **Cyber Safety**

At Western Grammar School our high school and upper primary classes were introduced to the principles of cyber safety. Ms. Susan McLean from Cyber Safety Solutions come present to the students and staff. She is a cyber-safety expert and was a member of the Victoria Police Cyber Safety Team for 27 years. In three separate sessions, she taught primary students, high school

students and the staff. Statistics showed that unguided and unsupervised use of the internet can often lead to adverse and damaging outcomes. During the sessions, students were taught to recognise danger signs, inform adults of harassment and exercise safe practices online.



### Calmsley Farm Excursion

Kindergarten had the opportunity to once again visit the farm. They enjoyed all activities including milking the cows, seeing the foxes, camels, chicken and horses and getting to hold and touch animals in the animal pen. Students listened and learnt new things during the shearing show and dog show. The day ended with a tractor ride visiting the whole farm. This was a memorable first excursion for Kindergarten.



### Book Fair

Western Grammar School organises Book Week annually. In 2018, 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.





## Sydney Sea Life Aquarium

Kindergarten, year 1 and Year 2 classes went on an adventure to explore the creatures of the sea at the Sydney Sea Life Aquarium. Primary classes explored and discovered life under the sea. They managed to see animals including octopus, stingrays, jellyfish and penguins. Red boats took the student around where they saw penguins in the water, in the snow, little penguins, big penguins it was a phenomenal experience!



## Boys School Camp 2018

For the annual camp, the WGS high school boys went off to Cataracts Scout Park 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!



## Girls School Camp 2018

High School girls went to the same place “Cataracts Scout Park” for their camping activities. Girls performed similar activities and 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 much more due to the well managed activities, cooperation and civilised behaviour of the girls.



## Athletics Carnival 2018

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. In 2018 Red team claimed the position of champions again for the second year running.



## Harmony Day 2018

Western Grammar School had a Harmony Day on 21<sup>st</sup> of March 2018 that was filled with many colours and cultural activities. All classes were designated a continent to explore, learn about and to create an artwork. The artworks were displayed as part of the cultural art show. Primary school also participated in making handprints all week as well. High school did the same with a banner of handprints outside the school hall.

In addition to the above mentioned teachers read in their mother tongue with the librarian giving a fantastic Urdu retelling of the popular book 'The Very Hungry Caterpillar'. We also had Arabic, French and Turkish readings! The kids were very engaged and enjoyed this. Students were given the opportunity to say a phrase in their cultural language and we had many volunteers who were eager to speak. This was a great activity that students really enjoyed! Students were then given the opportunity to participate in a cultural parade where everyone admired each other's lovely clothes.



### Sports Excursions 2018

The high school students built on their athletic skills and participated in sports activities. With a new girls' soccer team, WGS 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.



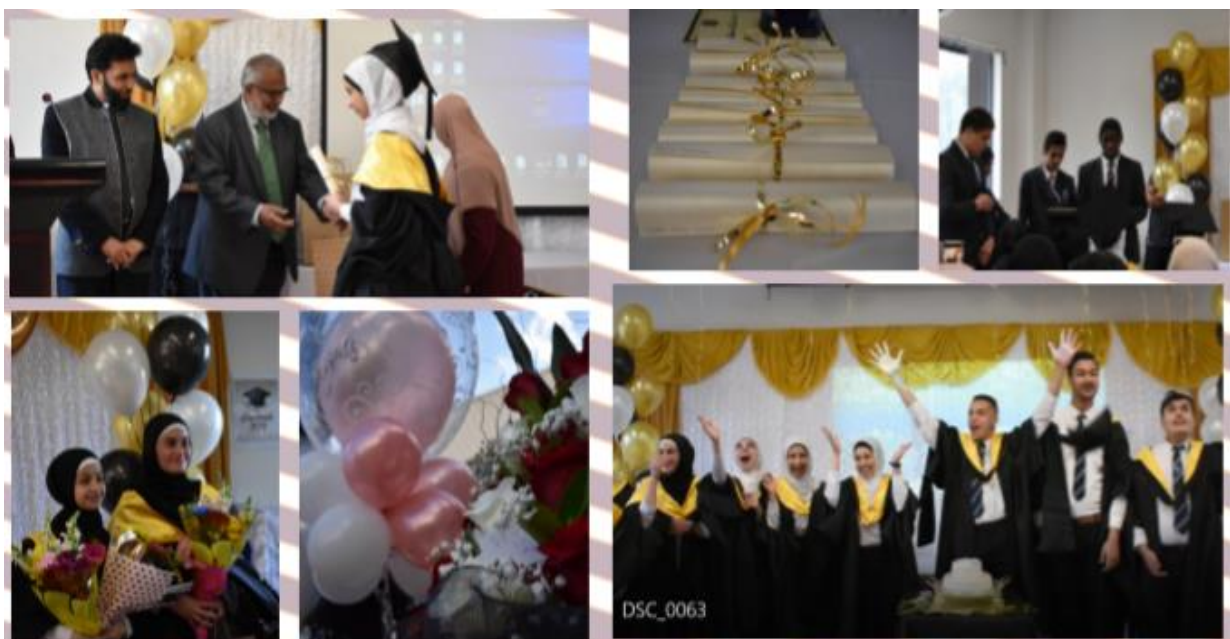
## Swimming Class for Primary

During Term 2 of 2018, our primary students were treated to an extracurricular program. Kindergarten to Year 6 students participated in swimming lessons at Little Fishes swim school. Over the course of the term, each student had sessions with their classes and learned a wide range of new skills. All students gained confidence in the water were awarded with a certificate at the end of the last session. The program was a huge hit and we look forward to holding it again in 2019.



## Year 12 Graduation 2018

Western Grammar School celebrated the achievements of first batch of HSC. Year 12, class of 2018 worked to the best of their ability this year. As these students were the first ever batch to complete their HSC studies, it was one of the major tasks and together with the school team everyone worked very hard to boost up the academic level of the students. The students have responded positively to the great efforts of the WGS team and showed significant progress towards their course. The Chairman of the school board and the Principal of WGS admired the efforts of the staff and handed graduation certificates to the students.



## Annual Awards Assembly 2018

The 2018 Annual Assembly was the perfect event to end our exciting year. For the sixth successful year of WGS, the annual assembly was organised to reward and recognise the efforts and hard work of the students. Due to growing number of students, staff and parents, the event was split into two sections—the morning session celebrated the achievements of lower primary students from Kindergarten to Year 2 and the afternoon session comprised of the awards ceremonies for Years 3 to 11. 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 greatly appreciated.



## Parent Satisfaction and Feed Back

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.

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 a proper measure to analyse performance and set goals and targets to provide quality education to the students. It is a firm policy of WGS to consult and give priority and appreciate the opinion of parents actively participating in the activities and school affairs for the wellbeing and better academic achievements of their children at WGS.

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 2018, 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.

2018 overall academic performance results have shown outstanding improvement in many areas due to the strong commitment and hard work of 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 reports on students' performance. Teachers receive continuous training from AIS, external providers and from the school senior staff 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 2018**

All teaching staff at WGS 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.

WGS teaching staff feels that the working environment of the school 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 the Principal are friendly and task oriented. They are professional at resolving and addressing the raised concerns while maintaining the positive environment at WGS.

The school has an open door policy and staff are given proper opportunities to be a part of decision making process. 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**

In 2018 WGS had highly qualified teaching staff who held relevant qualifications required to teach in Australia. Teachers were approved and accredited by relevant authorities and the school had more proficient teachers on the teaching team.



Generally, rate of retention of teachers is very high, however some staff left this year for personal reasons. Majority of our senior management and senior staff is working from last five years or before, some of our teaching staff is working from last three years, 3-4 teaching staff have joined in 2018. Majority of senior staff and teachers are highly committed to the school and its environment. Due to the growth in enrolment school required more staff therefore new staff members especially new teachers are joining every year. Some staff left for personal reasons and they are 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 in due course.

## **Educational Environment**

At Western Grammar School, the educational environment is essentially good and students are given a safe, protected, steady and wonderful environment for their education. 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 Science and PDHPE syllabuses. At WGS it is ensured 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.

Staff at Western Grammar School ensures 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 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. The Learning Enhancement Team (Committee leaders, Teacher's Aides and Coordinators) ensures 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 - 2018

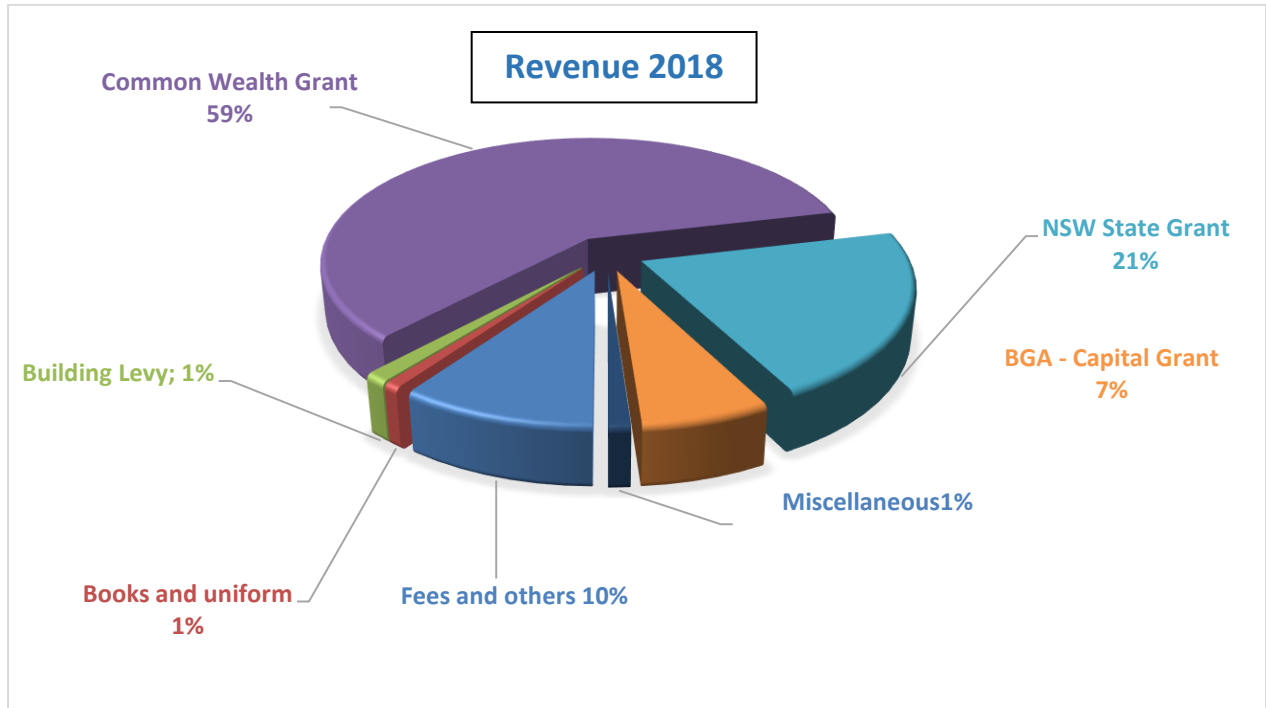
The emphasis and utmost importance was given to the professional development (PD) and training of the teaching staff in order to enhance their educational standards and skills as stipulated in the NESAs manual. WGS organised many programs and PDs' during 2018 to provide additional opportunities and support to the teachers to keep their skills up-to-date and to keep pace with the changing trends and new curriculum requirements. These programs enhanced the abilities of the teaching staff and refined their skills which has 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. WGS wants to see the children successful in their professional lives, and trying to enable the schools' 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. During 2018, 10-12 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. WGS board believes that having such PD's in an organization can 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.

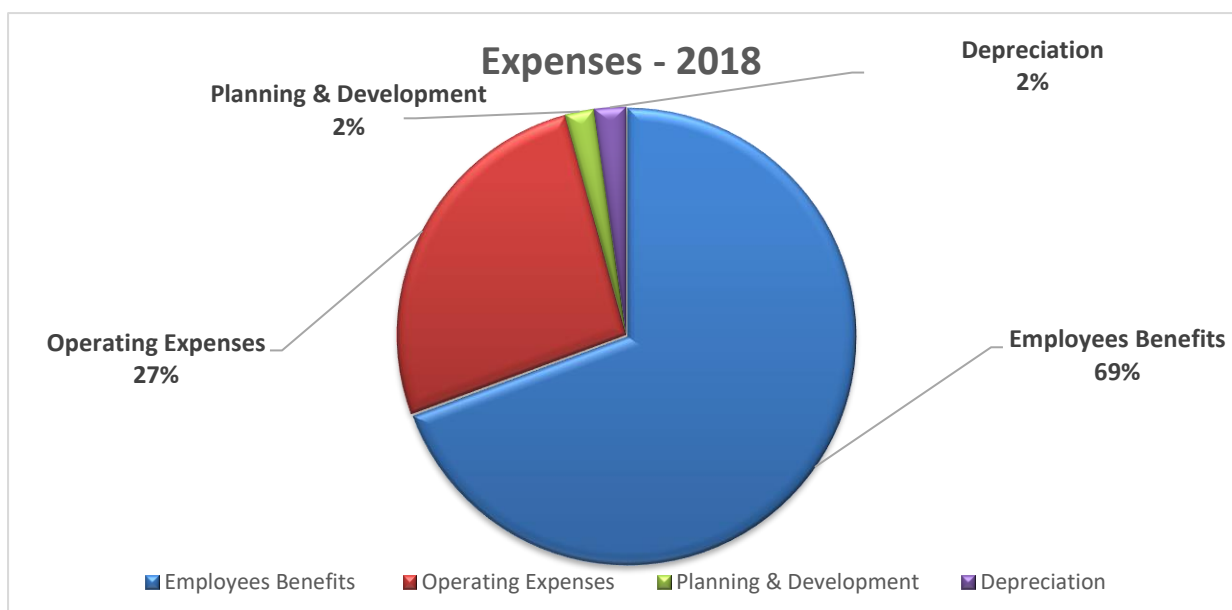
The professional development and training sessions are also important to maintain the working environment. During these sessions time is allocated in identifying and addressing the underlying issues that can impede our working environment and to identify factors that can help to maintain and enhance staff performance. This process has a direct effect on staff level of satisfaction, removes misunderstandings and boosts level of confidence which ultimately improves WGS staff performance. Other teaching tools and effective techniques were also part of PDs during 2018. Various other matters 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 professional development sessions during 2018.

## Financial Summary of 2018

**Revenue:** The school revenue increased during 2018 as a result of growth in the school enrolment. The Commonwealth Government Grant received was 59%, State Government grant was 21%, fees and others was 10%, BGA capital grant was 7% and all other income was 3% of the total revenue of the year 2018.



**Expenditures:** The main expenditure of the year 2018 was 69%, which includes staff wages, superannuation, payments to casual and contract workers and other expenses 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 facilities and infrastructure development.



## Academic and Extra-Curricular Related Achievements

1. First batch of Year 12 graduates and outstanding HSC results in relation to student academic level and size of the class.
2. NAPLAN & ICAS.
3. Two half yearly assessments and graduation of kindergarten and year 6.
4. Improvement literacy and numeracy with guidance through Learning Support and other teaching support material.
5. Growing reading resources in the library.
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 2018 below mentioned tasks were accomplished in order to improve school educational facilities and infrastructure.

1. 5 Years (2018 – 2023) Registration and accreditation certificate for K to Year 12.
2. Construction of stage 2 building.
3. Science lab resources and plan for the purpose built science lab in stage 2.
4. School software.
5. Meeting software.
6. Library software.
7. Family Zone and Mobile Zone software.
8. Improved student welfare department.
9. Website and IT infrastructure improvement.
10. New computer Lab.
11. Books and teaching resources for the library.
12. Computers for the year 11 and 12 students.
13. New furniture and equipment.
14. Improved playground and sports facility.
15. Updated Master Plan (5 Stages).

## Conclusion

The school has significantly grown in all areas through outstanding performance. The growth rate of WGS is significantly higher than many other schools in the region. The performance of the school is in line with the school board directions and expectations. The academic performance, growing number of the students and rapid expansion are striking evidence that indicates that educational standards and image of the school is being recognized and supported by the community. IT and educational infrastructure has also been the focus of WGS in 2018 to provide an excellent technology orientated educational environment for the students to enhance their learning. The school board has provided vision 2023, and the school has developed comprehensive Master Plan to meet the requirements and demands of forth coming growth. The school board is committed to serve the community and to achieve school aims and objectives of preparing young generation as to be the productive part of Australian society.



**“KNOWLEDGE IS THE ULTIMATE SOLUTION”**

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