



# Western Grammar School

# 2019 Annual Report



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## About this Report

Western Grammar School (**WGS**) is a trading entity of “**The Contributors Society Pty Ltd (TCS)**”. TCS is a registered educational institution holding the registration certificate issued by the New South Wales Education Standards Authority (**NESA**) from Kindergarten to Year 12. The Contributors Society Limited is a non-profit organization, 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 Annual Report for 2019 provides the Western Grammar School community, relevant departments and the governing bodies an overview of the school's operations and achievements throughout the year. It provides a comprehensive explanation of the progress the school has made to provide high quality educational opportunities for all students. It also outlines the impact of key school policies and procedures required for the learning of young Australians. The school report also outlines new initiatives undertaken by the school during the school year 2019. Accordingly, this report is a demonstration of responsibility 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.

The annual report is a communication channel that provides important information to the community in 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, parents, school board and school staff via our school website and printed copies upon request.

Please contact the school admin using the below mentioned contact details if a printed copy of this report is required.

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Website: [www.wgs.nsw.edu.au](http://www.wgs.nsw.edu.au)

## Chairman’s Message

The start of Western Grammar School was very humble as it opened its' doors with seven students in 2012 with only primary classes (K-4). We have since advanced to cater for students in both the primary and secondary stages of their schooling for all classes from K-12. We also saw the second cohort of HSC students graduate from the school with significantly high grades. For a young school this is an excellent accomplishment and success for the school. The primary goal of becoming a leading school in Australia is fast becoming a reality, attainable through the continued hard work and passion of the school's management and staff.

2019 has been a particularly momentous year for Western Grammar School in terms of the growth and accomplishment of many milestones and targets. We have yet again seen the rapid growth of infrastructure with the completion of stage 2 construction which is a part of the Master Planning vision and long-term strategy to establish purpose-built quality educational facilities meeting the demand of 21<sup>st</sup> century education. With the completion of the stage 2 building we have added 4 classrooms, a science lab, library, administration offices and IT facilities. This indeed is a major achievement for the school. A record number of enrolments had been received during 2019 for the admission of 2020. The board is looking to expand the school further with a similar style of building to cater for future growth. Construction of stage 1 and stage 2 has been completed and the Development Application for the stages 3-5 has been lodged with the council. Western Grammar School is supported by the parents and the community, we believe it is our responsibility to respond to their needs by providing quality infrastructure and resources. The School Board and the Principal have worked very hard to fulfil the needs of the community.

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 encouraging, the actions and efforts of each of us is contributory in shaping the direction of this growth. On behalf of the School Board, I would like to acknowledge 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. I also would like to express School board's appreciation to the leadership of our Principal, Mr Irfan Afzal, for his unconditional commitment to the School.

**Subhan Ali JP**

**B.Arch, RAIA, GradDipBS, GradCertFM, CFM  
Western Grammar School  
Board Chairperson 2019**

## 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.

## School's Motto / Slogan

**Knowledge Is the Ultimate Solution**

## School's Mission Statement

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

## School's Educational Theme

**Solidarity**      **Self Esteem**      **Success**

## SCHOOL'S VISION

Our vision is to provide a well-rounded education suited to the cultural and historical framework of the current living environment in Australia. We hope to empower and equip 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 plan 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 also includes the teachings of great people in history.

- **“Read, with the name of God, who created you”** (Al-Quran)
- **“Seek Knowledge from the cradle to the grave”** (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 developing educational facilities, infrastructure and a network of service providers for the operational expertise so that we are able to provide affordable, effective 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 and the country.

We aim to provide students with a formal education that meets the guidelines provided by NESAs. Western Grammar's educational environment will equip each student with moral and social values that will prepare them to be active and positive participants of their local community and wider Australian society.

Our prime vision is to serve future generations and the Australian community sincerely, devotedly and honestly. We endeavour to establish an educational environment in which students develop a positive, clear and outward view for their future and for the future of the wider Australian community. Western Grammar aims to establish a place of learning and teaching that is safe and supportive for students and teachers alike. WGS means a place that reflects the needs and expectations of the community. WGS is an institution that provides opportunities for the students to enjoy success and recognition.

## Our Aims & Objectives

- Provide opportunities for students to develop their potential in a safe and 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 students, parents and the 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 a peaceful and prosperous life.

## School Year 2019

Western Grammar School has achieved historic milestones in 2019, including but not limited to the construction of stage 2 building containing new science lab fully equipped with latest equipment and resources and library with extra features and resources. The library is spacious providing sufficient space for different groups of students for their learning. The location of the



library is a prime spot of the building 2 providing attractive scenic view of Plumpton Public Park. This building has provided 4 classrooms and other facilities such as offices for Senior Management, Head of Departments and staff rooms, meeting rooms, IT server room and resources room. The construction of this stage 2 has definitely improved the infrastructure of the school and provided educational facilities that were desperately required.

The planning and development of the Master Plan was another very important target of the year, and after of discussion, pondering and consultations with the school board, relevant experts and architects the master plan has been finalised on the land currently available. The current master plan is another milestone for the growth of WGS, that is designed keeping in mind the future growth of the school. The current Master Plan has building stage 3, 4, 5a and 5b. Building stage 3 contains classrooms, reception, amenities, meeting rooms, accounts and Principal office. Stage 4 is underground parking, 5a is a classrooms building and 5b is around 620 SQM large multipurpose hall. The construction of current Master Plan will provide sufficient facilities to cater the need of at least 550 students.

In addition to the above mentioned the school has significantly improved its ICT infrastructure and power supply. Two computer labs with brand new computers, projectors and enhanced sound system were installed. Customised library software and school software are in progress to meet the emerging requirement of school rapid growth.

This year our second batch of HSC students graduated with significantly positive results that was beyond our expectations. 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 improve their educational standards.

## **Academic Performance – 2019**

### **NAPLAN - 2019**

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.

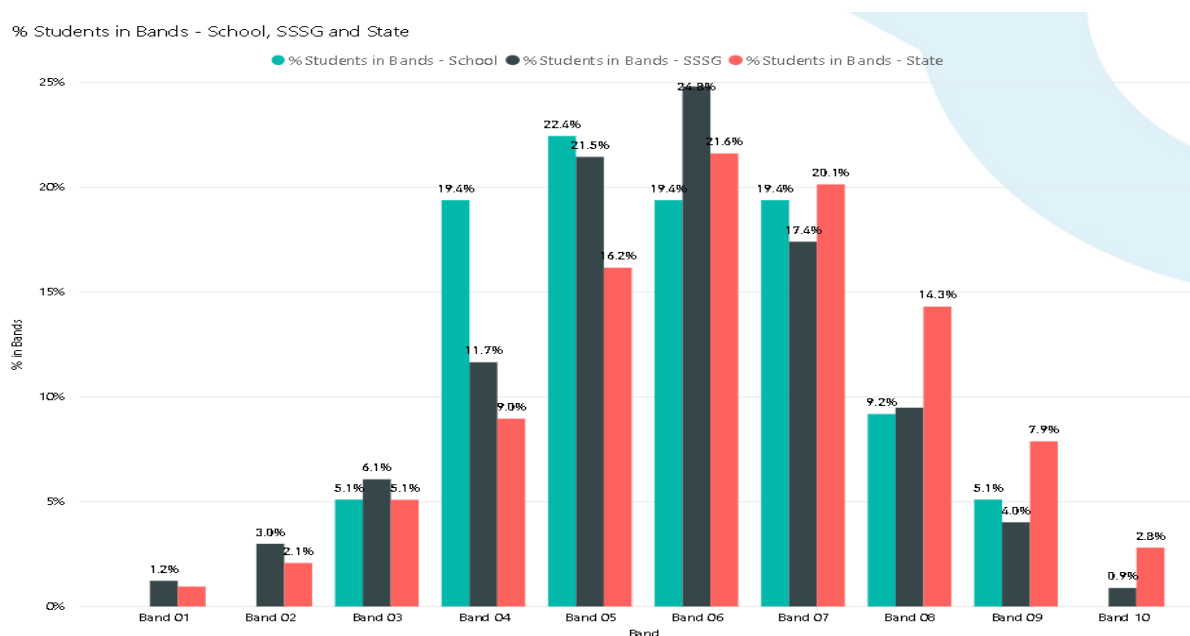
During 2019 students participated in the NAPLAN, below mentioned graphs show the results of each class and average growth of NAPLAN results of 2019. Overall, the results of WGS was significantly high. WGS reflected a positive average scaled growth as compared to the Statistically Similar School Group (SSSG) and state schools.

Growth Scores	Year 5	Year 7	Year 9
Grammar and Punctuation	93.7	48.2	17.3
Numeracy	90.5	60.4	-1.6
Reading	85.5	63.3	7.6
Spelling	99.3	55.1	42.6
Writing	32	45.9	29.8

WGS has shown a very stable growth in the percentage of bands throughout the five domains. WGS gained a higher percentage of Band 6 and 7 showing 23.8% and 18.8% percentage of bands respectively than that of SSSG and state schools. The percentage of bands 3,4 and 5 reflecting a 6.4%, 13.8% and 20.2% percentage of bands respectively, was a positive low as compared to the SSSG schools. The school also gained an increase of Band 9 from 4.3% in 2018 to 5.7% in 2019. All other bands showed a stable result as compared to 2018. All the domains were contributing to the higher bands at WGS. However, the majority of the peak percentage of bands was shown between Band 5 to 7. In 2019 and 2020, WGS’s main focus has been to identify gaps in literacy and numeracy standards early in the year through Progressive Assessments Tests and improving these standards by introducing Prime Maths in primary school for mathematics, Cambridge for Mathematics in High School, Reading Eggs for literacy in Primary school, engagement of students in the Premier Reading Challenge , increasing computer skills and a Learning Support Department to assist primary teachers with low performing students.

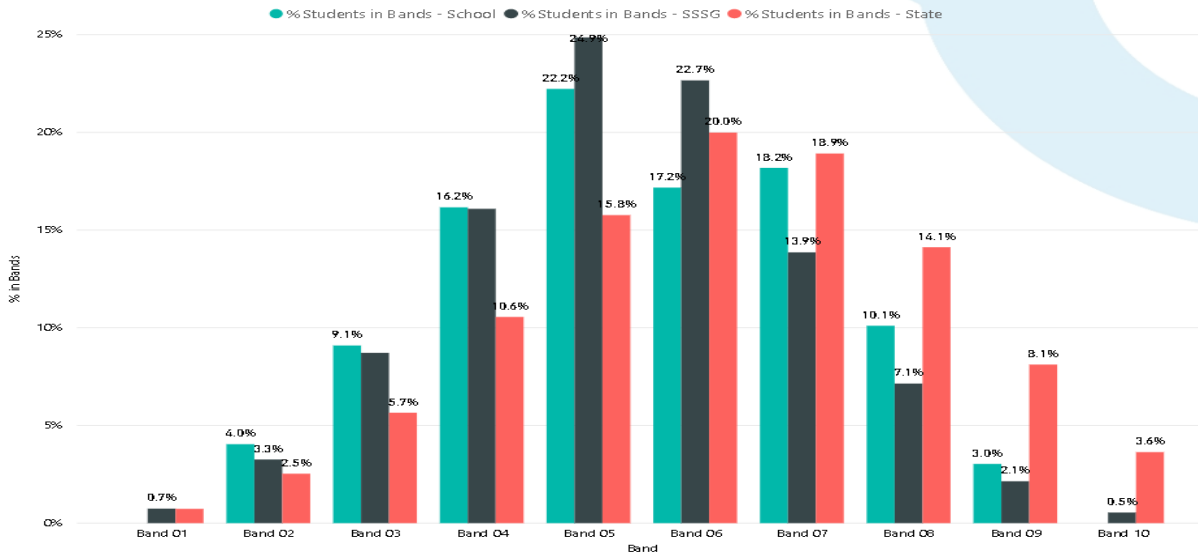
Western Grammar School is improving its academic standards but due to the expansion of the school and development of infrastructure our efforts were affected and that resulted in a slight decline in NAPLAN results as compared to NAPLAN results of 2018.

### 2019 - Overall Bands in Grammar and Punctuation



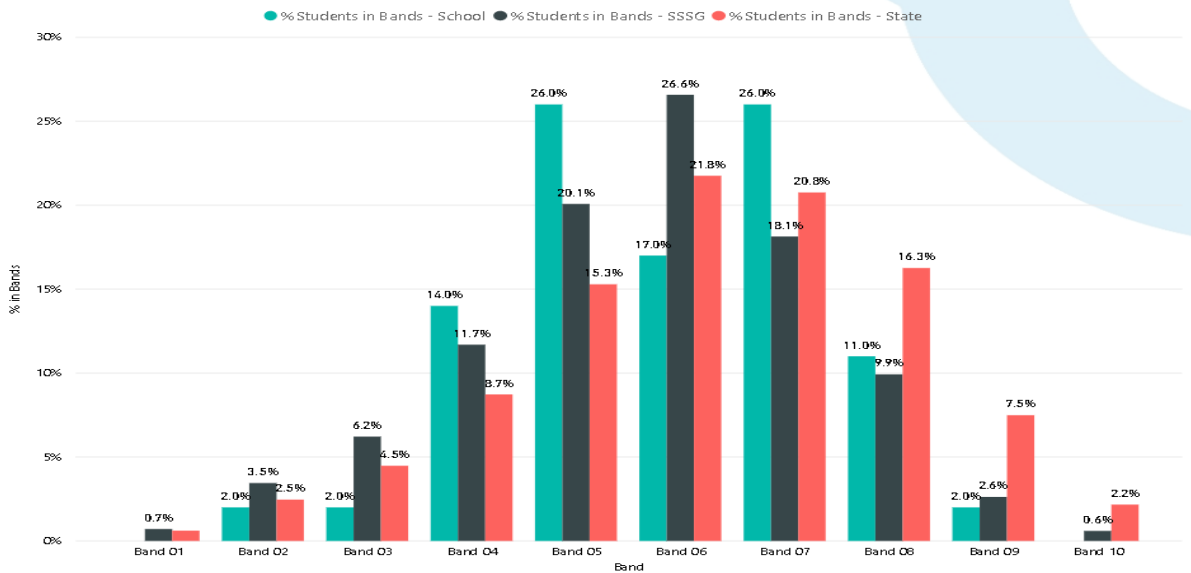
## 2019 - Overall bands in Numeracy

% Students in Bands - School, SSSG and State



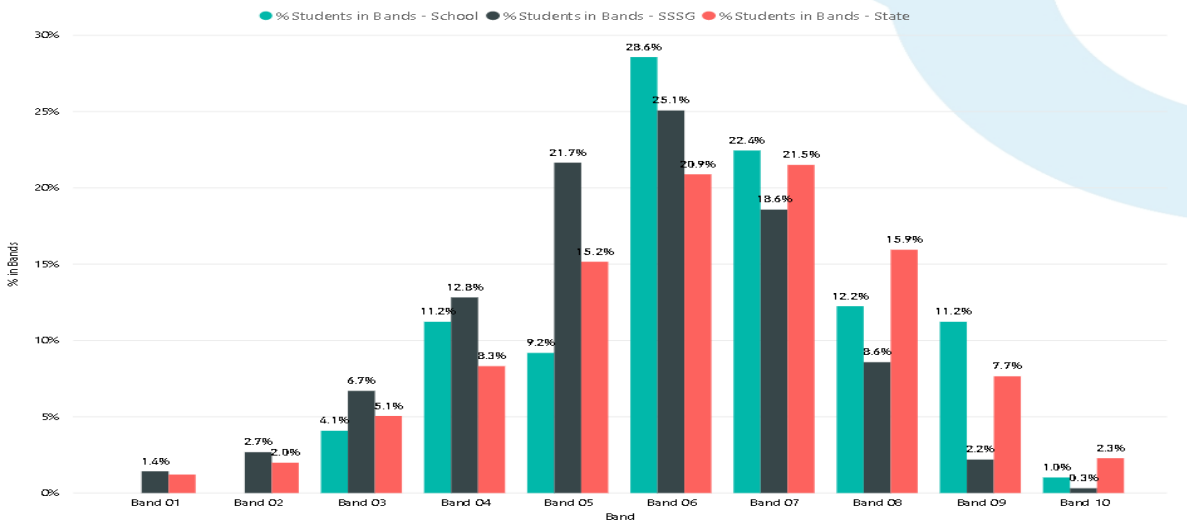
## 2019 - Overall Bands in Reading

% Students in Bands - School, SSSG and State



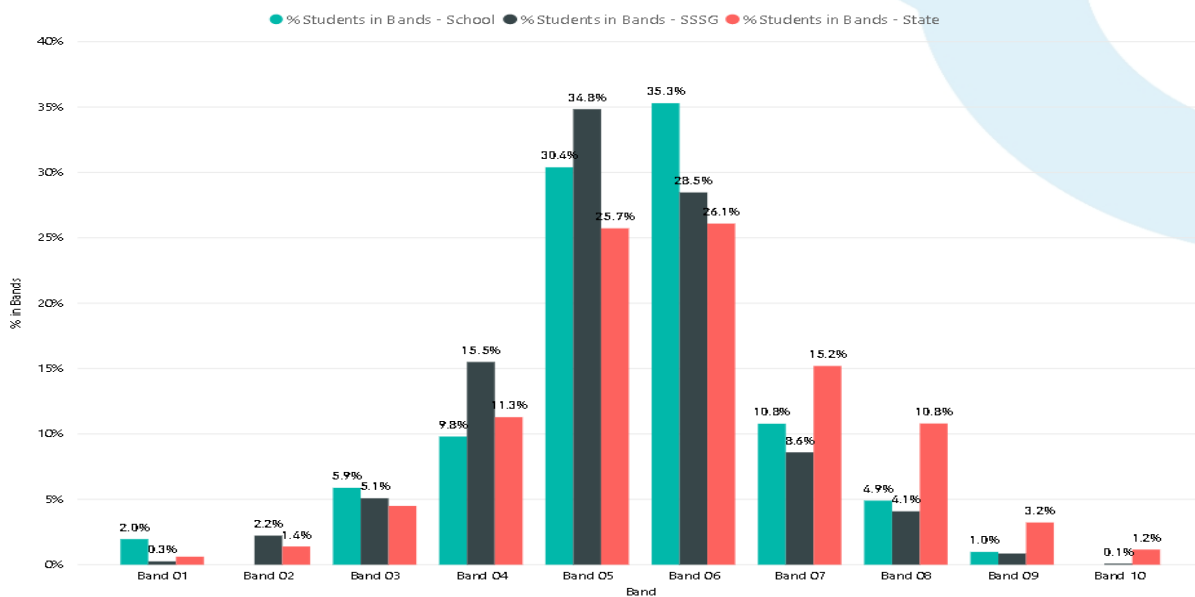
## 2019 - Overall Bands in Spelling

% Students in Bands - School, SSSG and State



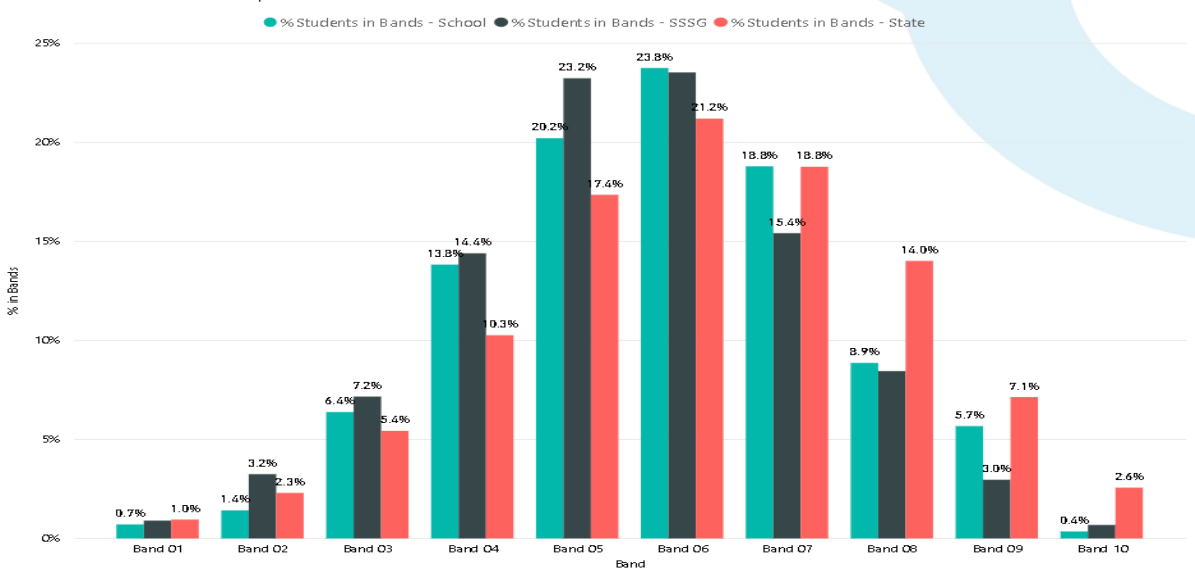
## 2019 - Overall Bands in Writing

% Students in Bands - School, SSSG and State



## Overall Bands in all Domains

% Students in Bands - School, SSSG and State



## 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.

## Other Internal Assessment Programs

Additionally, we use other internal assessment programs such as Half Yearly Exams, assignments, projects and Yearly Examinations to monitor the student performance in order to enhance their academic level. There are multiple competitions and challenges utilised to improve the academic level of the students. We very closely observe the students who require academic assistance and prepare study plans to improve their academic level.

## High School Certificate (HSC)

2019 was another success for WGS as the second batch of our HSC passed their exams with good marks. None of our students failed this year, although it is the beginning of our school HSC classes and most of the students joined WGS from other schools and were not the students of WGS. They were academically struggling but improved significantly due to the hard work and dedication of WGS teachers and SM team. The performance of our second batch was certainly far above our expectations. Parents passed high remarks and gave good feedback to the community about the efforts of school staff and management for the improvement of HSC students’ academic. Almost entire class received admission offers from universities. 40% of our HSC students received marks between 70%-80%, 45% students received marks between 60%-70% and the remaining 15% received from 50% to 60%. We are proud to announce that none of our students failed the 2019 HSC exams. The table below shows the band analysis of the 2019 HSC results.

HSC RESULTS ANALYSIS OF WGS'S STUDENT - 2019												
NO	BANDS	Marks	BIOLOGY	BUSINESS STUDIES	PDHPE	ENGLISH STD	MATH GENERAL	MATH 2Units	VISUAL ARTS	SOR	TOT BANDS	TOT %
1	6	90% - 100%	0	0	0	0	0	0	0	0	0	
2	5	80% - 90%	0	0	0	0	0	0	0	0	0	
3	4	70% - 80%	0	4	2	2	2	2	0	4	16	40%
4	3	60% - 70%	2	3	5	5	0	0	0	3	18	45%
5	2	50% - 60%	2	0	1	1	0	0	1	1	6	15%
6	1	35% - 50%	0	0	0	0	0	0	0	0	0	
<b>TOTAL =</b>			<b>4</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>8</b>	<b>40</b>	<b>100%</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 outcomes in 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 in the areas of their deficiency.

During 2019 students participated in many enjoyable literacy-based activities including writing competitions, debating competitions, book week, 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. 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 continue to develop lessons that gives 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 tangible materials.

To support digital learning further, the school has acquired more tablets for the students to work on in class. Additionally, the school has computer lab which is utilized by both primary and high school students to further enhance their digital learning. Other major programs which were introduced in 2019 at WGS to enhance the literacy and numeracy level in primary school

are Prime Maths and Reading Eggs. These programs allow students to enhance their literacy and numeracy skills and engage in assessments to see their level of achievement.

## 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 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 projectors. 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. IT 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 involved our Year 11 and 12 classes were put into 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 management 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 these issues and concerns a software (Family Zone) was used 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 2019 for the admissions of 2020, and that shows that the level of confidence about WGS has been significantly increased in the wider community. The school could only accommodate around 200% of the applications received for the admissions due to the limitation of learning space available at this stage and overall cap imposed by the local council. 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 accept challenge and work with parents in further improving their children's academic level.

WGS enrolments are governed by the school's enrolment policy. This policy is available on the 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 school admin staff of any standing court order or issues that may impact the learning of their children. Identifications documents and documents of custody, if applicable, must be attached with 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 students must properly fill the admission application form, and 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 assistant principal and deputy principal or any designated senior staff oversees the procedure of due diligence and 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 admission 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 2019.

<b>Enrolment status as at August 2019</b>	
Primary (K-6)	212
Secondary (7-12)	116
<b>Total =</b>	<b>328</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 absences 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 an 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 the safety of the students and their absence from the school are 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 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 carer leave form and provide the reasons for non-attendance from school. The parent/carer should apply for leave ahead of time and leave is subject to 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 the school to monitor the non-attendances of students and the 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' learning and academic performance. Extended sick leave 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 2019

Class / Year	ATTENDANCE 2019			Absence
	Semester 1	Term 3	Average	
Year 1	92.05%	87.32%	89.69%	10.32%
Year 2	91.77%	90.82%	91.30%	8.71%
Year 3	94.28%	91.89%	93.09%	6.92%
Year 4	95.32%	91.41%	93.37%	6.63%
Year 5	91.77%	89.14%	90.46%	9.55%
Year 6	92.86%	90.85%	91.86%	8.15%
Year 7	93.64%	91.91%	92.78%	7.22%
Year 8	93.81%	91.45%	92.63%	7.37%
Year 9	89.56%	86.11%	87.84%	12.17%
Year 10	91.15%	85.81%	88.48%	11.52%
<b>Overall Average:</b>	<b>92.62%</b>	<b>89.67%</b>	<b>91.15%</b>	<b>8.85%</b>

**Note:** The overall attendance of the school students is satisfactory and is normally above 90%, however the attendance below 90% is due to the students on extended leave for their overseas trips for personal and other family commitments as majority of our students are children of the parents migrated to Australia in the recent past. Each year some families go to their country of origin once every three years. One or two students leaving on extended leave do affect the overall attendance ratio. Sick leave is another factor for low attendance in term 3, as a lot of students become absent due to their common winter sickness (cold and flu). The table above gives a clear indication of the drop in student attendance in Term 3 in some classes which brings down the overall percentage. According to the 2019 Census Western Grammar School has an overall average for K-10 student attendance is 91.15%.

### Outline of Key Policies

#### Enrolment Policy

Western Grammar School aims to provide education for children in a safe, supportive and nurturing environment. The School will teach the NESA curriculum and Islamic Studies subjects to cater for the needs of enrolled students. All parents and students are expected to support the values and ethos of the school. First preference for admission will be given to those students who have siblings attending the school, subject to the fulfilment of other enrolment criteria determined by the school from time to time. Once enrolled, students are expected to support the school's values and adhere to the school rules to maintain their enrolment. In September 2019, a new section regarding disability was added to the enrolment application form to help the school and parents work collaboratively to ensure positive outcomes for prospective students with disabilities.

The entire policy is available on the school's website at [www.wgs.nsw.edu.au](http://www.wgs.nsw.edu.au)

## Welfare

Western Grammar School is constantly improving and implementing policies, procedures and programs for the welfare and well-being of students. In addition to legislative requirements, it is WGS's mission to provide a safe and supportive environment to students so that the primary objectives of teaching and learning are achieved.

The school board and senior management fully understands the importance of student safety and welfare. Student welfare does not only encompass academic performance but also includes the physical, spiritual, emotional and psychological well-being of students.

The welfare team hosted a number of events in 2019 including a kindergarten grandparents' luncheon, a nursing home visit, a feed the homeless excursion, a disability services centre excursion, a teen mental health first aid course, a Princess Ball, and mental health assembly performances. 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 and textbook assistance, groceries, transport, etc.

The school counsellor's hours of work were increased in 2019 and she continues to assist students with techniques and strategies to manage challenges associated with misbehaviour, unhappiness, academic decline, social skills and etc. Treatment techniques used by the counsellor were reviewed and streamlined in line with available evidence. Procedures for documenting and reporting on counselling services were also improved.

## Policies and Procedures

In 2019, WGS revised and/or introduced the following policies, procedures and guides:

1. SOP-Staff Induction
2. SOP-Locking Classrooms
3. SOP-Learning Support
4. SOP-Staff Leave
5. SOP-Lockdown
6. SOP-Student Gender Interactions
7. SOP-Student Uniform
8. SOP-Student Representative Council (SRC)
9. SOP-Evacuation
10. SOP-Student Behaviour Management
11. SOP-Student Awards
12. SOP-Teacher Parent Communications
13. Guide-Islamic Requirements for Staff
14. Guide-Sporting Code of Conduct

## Child Protection

The safety, protection and well-being of all students is of fundamental importance to Western Grammar. 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 WGS' Child Protection Policy is to outline the obligations imposed by Child Protection Legislation on the School and on staff, contractors and volunteers and to provide guidelines as to how the School will deal with child protection matters.

## 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**).

During 2019, the CP policy was based on the above mentioned legislations since March 2020 there has been changes to the policy and new legislation is added to the policy. Further details regarding Child Protection Policy of Western Grammar School is available on our website [www.wgs.nsw.edu.au](http://www.wgs.nsw.edu.au) or can be obtained from our office or by contacting our office.

## Anti-Bullying

Western Grammar School's anti-bullying policy and procedures are underpinned by the Islamic values of individual respect and the celebration of diversity. The school has a comprehensive approach of dealing with all forms of bullying. The policy is directed at both preventing bullying from occurring with a multifaceted, whole-of-school approach and responding effectively to incidents of bullying.

The school aims to promote a wholesome 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 2019 included teacher and parent awareness education, ongoing preventative promotion of positive behaviours such as respect and kindness throughout the

school. Appropriate and consistent disciplinary measures were adopted for the care and compassion of the student. A dedicated Anti-Bullying week was set aside in March 2019 to give greater focus to the problem of bullying and importance of this matter in order to review the school's approach to dealing with it.

Anti-Bullying Policy of Western Grammar School is available on the school website [www.wgs.nsw.edu.au](http://www.wgs.nsw.edu.au) or can be obtained from our office or by contacting our 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 that may occur in the school, with staff, students and community members. This policy and procedure assist in building strong relationships, reducing anxiety, and ultimately providing students with an enhanced educational environment.

## Discipline and Behaviour Management

Western Grammar School's behaviour management philosophy is based on supportive and preventative discipline model. The school's behaviour management philosophy is not limited to shaping student actions, rather it aims to shaping attitudes in order to develop characteristics like intrinsic motivation, self-esteem and God-consciousness.

At WGS every effort is made to manage 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 behaviour management 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 some students who are disruptive, disorderly and in certain cases psychologically and physically vulnerable. At times, problematic behaviour escalates affecting other students in the classroom and the atmosphere. Managing these students is one of the challenges faced by teachers and the school management. With increased student numbers comes an increase in the number of incidents of student misbehaviour. It is therefore imperative that staff are trained and equipped to effectively manage student behaviour. WGS management regularly conducts professional development sessions on behaviour management for staff. Behaviour of students is also reviewed by the behaviour management team and discussed at staff meetings. The procedure for managing student behaviour was reviewed and improved in 2019.

Policies related to the Discipline and Behaviour Management are available on the school website [www.wgs.nsw.edu.au](http://www.wgs.nsw.edu.au) or can be obtained from our office or by contacting our office.

## **Student Awards**

At Western Grammar School awards are given to students in recognition of their learning effort, academic achievement, creativity, leadership demonstrated, school sport representation, participation in community service activities, and excellence in conduct and attitude. The presentation of awards provides the 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 effort and achievement in all areas are expected and shall be rewarded.

## **Safe and Supportive Environment**

Western Grammar School recognizes the value of developing policies and procedures so that the environment at the school is 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. 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 manage the behaviour of students. The school's management ensures that staff receive first-aid training. Annual mock evacuation and lock-down drills were also conducted in 2019.

Bullying, discrimination and anti-social behaviour is not acceptable at Western Grammar School. Corporal punishment is not allowed at Western Grammar School. The school awards' system is used to motivate the students. Detentions are designed to retain or seize the privileges from students for a short time. Severe measures as suspension and expulsion are only used in exceptional circumstances and as a last resort to maintain a safe and supportive environment at school.

Security at WGS is a priority and this is an area where all staff receive continuous training. In 2019, after the Christchurch incident, security at the school was upgraded with the employment of a security guard and additional security cameras were installed. As part of a comprehensive improvement plan, further security measures are planned for 2020.

## **Academic & Extracurricular Activities in 2019**

### **Student Representative Council Events**

At Western Grammar, selected students from Years 4 to 12 had the privilege to represent the school in a variety of forums. Additionally, together with the help of staff, students organised and coordinated events throughout the year of 2018.

### ***Event attended by WGS students at Unity Grammar College***

A fellow independent school, Unity Grammar College, hosted international speaker and spoken word poet, Amal Kassir. Student leaders from various schools including WGS were invited. Our SRC members from Years 9 to 12 attended the event. It was an exciting opportunity for our students to learn from an inspiring and motivational speaker and to meet with students from other schools.



### ***Healthy Food Drive***

SRC students in primary held a Healthy Lunchbox and Activity Day at school. Students were encouraged to pack their lunches with healthy food items. Physical and sport activities were also included to emphasise the importance of healthy eating and exercise to students.



### ***Youth Racism Summit***

Year 5 and 6 SRC students had the privilege of attending a Youth Summit hosted by Unity Grammar. Students engaged in stimulating discussion about racism and its impacts, as well as possible solutions. It was an excellent opportunity for our students to work together with their peers from other schools, hoping to help young people make a difference.



### ***Charity Food Drive***

High school SRC students and volunteers were able to pack 50 boxes for the Charity Food Drive. These boxes were distributed amongst needy families in the local areas.



## Lower Primary Incursions/Excursions

### *Calmseely Farm*



Kindergarten had the opportunity to visit the farm. Students were introduced to a range of farm animals including sheep boars, goats and calves. They enjoyed learning about dairy cows and the opportunity to milk one. Students also entered a nursery animal enclosure with young lambs and kid goats. They ended their day with a thrilling tractor ride and were fascinated with the sheep shearing show!



### *Grandparents Lunch*

Western Grammar School held a Grandparents Lunch for all Kindergarten students. This event was special and encouraged Kindergarten students to love, respect and care for the elderly.





## ***Australian Reptiles***

Western Grammar hosted an interactive event featuring reptilian encounter led by wildlife educators from the Australian Reptile Park in Sydney. Students in Years 1 and 2 learnt about the conservation of wildlife, the preservation of Australian ecosystems and the remarkable life of reptiles. They were further given an opportunity to touch and feel a reptile including turtles, python, crocodile and lizards.



## **Upper Primary Incursions/Excursions**

### ***Blue Mountains – Grand Canyon Hike***

Our Stage 3, Year 5 & 6 students, completed the iconic 6 km Grand Canyon Hiking Trail in the Blue Mountains. Before descending into the canyon, students viewed some breathtaking views including the Three Sisters along with the adjacent mountain ranges at Echo Point in Katoomba. Students quickly got into a rhythm and negotiated steep descents, cold flowing creeks and low hanging cliffs. In the final kilometre students negotiated a very steep ascent back out of the canyon up to the road where the coach was waiting for them.



### ***Blue Mountains – Scenic World***

Year 3 and 4 students went to Blue Mountains as part of their Geography lesson. They encountered thrilling rides on the rail and cableway followed by a beautiful walk through the rainforest track to learn about the Geology of the Katoomba region. Students further viewed mystical views of the Three Sisters, waterfalls and valley riding along the skyway. Students were amazed and impressed by the landforms. Overall, it was a wonderful experience.



## **Canberra Excursion**

Year 5 and 6 went on an excursion to Canberra to visit the Parliament House and Questacon. They visited the Parliament House and were given a detailed tour of the House of Representatives. They then proceeded to Questacon where students enjoyed the many scientific attractions and displays. Students and staff had a very exciting and eventful day.



## **Lower and Upper Primary Events**

### **Healthy Harold Life Education Australia**

Healthy Harold visited Western Grammar in 2019. Healthy Harold is a giraffe mascot used by Life Education Australia to teach children healthy living. Kindergarten to Year 6 students participated in this program which included the importance of safety, good friendships, decision making and cyber wise. Student thoroughly enjoyed this activity.



### **Book Week**

Primary school students came dressed in their favourite book characters for Book Week's parade. Many parents came and attended the event. Book Judges looked for the most creative homemade costume of a book character. The winners were certainly well deserved given the effort they put into their costumes.



## **Swimming**

In Term 4, every Wednesday student entered the class with a huge smile ready to dive into swimming classes. Year's 1 - 4 students underwent 6 weeks of swimming lessons at Little Fishes Swim School. A great improvement in independence and coordination was noticed shortly after beginning the program, this program was a success and a great learning experience for students.



## **High School Incursions/Excursions**

### **Taronga Zoo**

Year 7 students made their way down to Taronga Zoo to learn about habitats and classifications of different animals. The students attended a workshop at the zoo's Institute of Science and Learning which covered woodlands and the different species that reside in them. The beauty of nature and the different adaptations that animals have developed were also observed by students. The immersive learning experience gained by the students was amazing.



### **Girl Empowerment**

The school hosted a guest speaker, Sister Ummu-Kulthoom Matthews, from Academy of Knowledge. She spoke to our Year 7-10 girls about having self-confidence. It was a great learning session.



### ***Inter-School Debating Team***

Selected students from Years 7-10 participated in the Inter Schools Debating Competition, run in collaboration with the Masters Academy and other Muslim schools. The Competition consisted of a series of debates run across Terms 3 and 4, hosted by various Muslim Schools taking part in the competition. Our students were warmly hosted by Irfan College, Unity Grammar and Al Noori. The experience provided students the opportunity to demonstrate their language and speaking skills, in a supportive yet competitive environment. Students enjoyed and learnt a lot and are eagerly looking forward to participating in similar programs.



### ***iFly Indoor Skydiving***

Year 9 and 10 students had the opportunity to partake in the latest action sport – indoor skydiving! Using wind tunnel technology students were able to experience the exhilaration of skydiving indoors, as well as learning about body flight techniques, and how scientific input from physics and mathematics are required to fly.



### **Senior Incursions/Excursions**

#### ***Mental Health First Aid***

In 2019, a 3-week intensive Teen Mental Health First Aid (MHFA) Course was held at Western Grammar. The course was organised for our senior students across Years 10-12 and was conducted by Ziyad Serhan, a facilitator from EducAID Australia. The course seeks to facilitate the growth of adolescents into well- rounded, resilient individuals’ who are better able to withstand the current mental health pressures of the world we live in. The course coincided with “Are You Okay” RUOK day, with students participating in warm bonding exercises and adopting a realistic, growth mindset. Students graduated and received their certificates at the end of the course.



### ***Respite Care Centre***

Our Year 11 and 12 students visited the My Home Disability Services Centre in Birrong. This visit was organised in conjunction with the charity Brothers in Need. Students hosted lunch for the centre and its clients as well as presented the centre with donations from the school, a hoist sling and swivel cushion. They also ran a cupcake decorating activity with clients, who were excited and keen participants. The disability centre caters for and provides critical service to adults with intellectual disabilities and aims for students to experience the challenges that others face on a daily basis



### ***Western Sydney Careers Expo***

The Western Sydney Careers Expo provided resources and information for tertiary courses, career and employment options, the HSC, study strategies and the gap year to all students. Year 10 and 12 students had the opportunity to attend seminars on ATAR calculation and its importance and how to apply for courses on the UAC website. Overall, students found this excursion valuable to their current position at school and their future pathways to fulfilling their dreams.



## **Whole School Events**

### ***Sun Safety Week***

Western Grammar ran a sun safety program early in 2019. As part of Sun Safety Week, the school focused on the application of sunscreen as measures to minimise sunburn. All classes were shown a video by the Cancer Council. Years 4-10 held a practical demonstration before going to sport.



### ***Harmony Week***

Harmony Week activities were held at Western Grammar. This coincided with Thursday 21 March 2019, Harmony Day and the United Nations International Day for the Elimination of Racial Discrimination. As part of the Harmony Week campaign, WGS focused on "Say No to Racism". School assemblies were held in which students were selected to greet WGS in different languages. Shakaya, a Year 8 student, talked about her Aboriginal ancestry. She spoke

about The Stolen Generation and provided details of her tribe. Students presented a play about bullying and the role of bystanders at morning assembly. Kindergarten to Year 12 students ended the week with bringing cultural food and wearing cultural dress. WGS celebrated cultural diversity, encouraged values and provided fun ways to learn about sense of belonging.



### ***Dental and Eye Check up***

Western Grammar students were given the opportunity to have their teeth and eye check-up at school through the NSW Health School Mobile Dental and Eye Program. This program was delivered by experienced staff who used portable dental and eye equipment which were set up at the school. It was a great opportunity for students.



### ***Eid Party***

Eid al-Fitr follows the fasting of Ramadan and it is a cultural and spiritual celebration day. WGS hosted an Eid Fun Day celebration on the 7<sup>th</sup> June, 2019. This event was held at school and consisted of several activities such as games arcade, laser tag, jumping castle, sausage sizzle, cake stall, fairy floss, popcorn, henna application and much more. Students also came to school in their Eid clothes. The day was a great success and enjoyed by all students and staff.





### **Year 12 Graduation**

Western Grammar School celebrated the achievements of the second batch of HSC students. Year 12, class of 2019, worked to the best of their ability. The graduation marked a joyous occasion with family and friends celebrating a significant milestone in the lives of our graduating students. The Principal of WGS admired the efforts of the staff and handed graduation certificates to the students.



### **Annual Assembly**

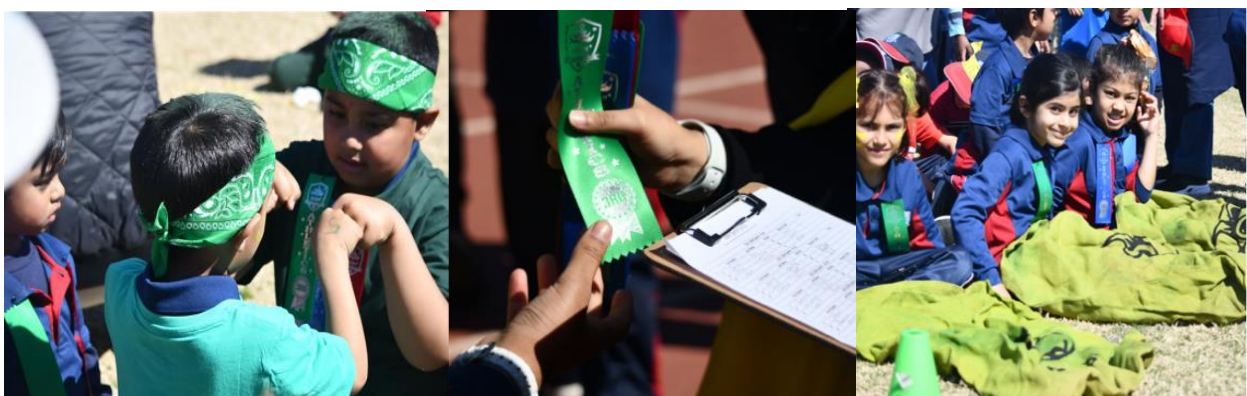
The 2019 Annual Assembly was a great event to end the year of excitement and achievements. Annual assembly is one of the prime events of WGS that is organised to reward the students and to recognise their efforts and hard work. Due to the growing number of students, staff and parents, the event was split into three sections—the first session celebrated the achievements of lower primary students from Kindergarten to Year 2, the second session was for the students of Y3 to Y6 and in the last session the celebration was for the students of Years 7 to 11. The Annual Assembly is also a very special event for the graduating students of Kindergarten and Year 6. The Annual Assembly was greatly appreciated by the parents and students.





## Sports Events

**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. They participate in events such as long jump, relay races, shot put, high jump and more. The level of competition amongst our students was at its peak and it was a satisfying view for our teachers and staff to witness and enjoy. Our four teams each did their absolute best with the Green team taking first position. Regardless of the scores, each team had an enormous contribution to the day and the event would not have been successful without the spirit of each team.







**WGS gained recognition for their participation in many sports competitions.**



***Bachar Houli AFL Cup***

High school boys from 11 other schools including MFIS, Unity Grammar, Granville Boys, Irfan College, AICS, Strathfield South, Belmore Boys, Punchbowl Boys and Western Grammar competed with mutual respect at the annual Bachar Houli AFL Cup.



***Go Active Trisport Tournament***

Western Grammar high school girls had the pleasure of taking part in the Go Active Trisport Tournament. The girls played soccer, basketball and touch footy. Overall, the girls felt that this experience brought them out of their comfort zones and are looking forward to the next tournament.



***INSPIRE - CONNECT - PLAY Female Football Festival***

Football United held a festival for over 150 girls. Participants from nine different schools came together for the same cause of learning new football skills, meeting new people and most importantly having fun. Students were required to perform drills, work together and play as a team for the matches. Well done WGS girls!



***Chess Tournament***

Western Grammar School participated in the annual NSW Junior Chess League Blacktown Zone. WGS did well for its first ever competition. WGS A finishing 6th place, whilst WGS B finished in 3rd place! The 3 players were awarded a medal each, and the school received a trophy.



***Boxing***

High school students participated in boxing exercises during their sports period.

**Parent Satisfaction and Feed Back**

Parent feedback is one of the most important factor and source of information that could help school administration to improve the standards of education for the students. Unfortunately, majority of the parents do not actively participate in the events and information sessions organised by the school for their knowledge and understanding about the parenting role required for the best achievements of their children. Never the less school regularly attempted to organise multiple sessions and programs for the parents and guardians. During 2019, multiple channels for the communication were used to obtain feedback from the parents as it is understood that communication with the parents is one of the most important factor through which the performance of our students and the school can be measured.

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 with parents,

give priority and appreciate the opinion of those parents who actively participate in the school affairs for the wellbeing and better academic achievements of their children at WGS.

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. 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.

During 2019 formal parent teacher interviews were organised twice in the year and approximately 85% parents attended these interviews. The parents who could not attend for any reasons were contacted by the school staff and they were provided information about their child/rens' results. Overall feedback was satisfactory and a high level of satisfaction was shown by the parents providing insight to their 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. In addition to these formal interviews multiple events and functions including but not limited to the parent info sessions, sports carnival, character parade, book week, grandparents' day and etc. were part of many activities of the year 2019. Surveys were conducted to obtain proper feedback from the parents. These events and surveys also helped WGS to identify the areas of improvement. The parent surveys were also conducted during parent-teacher interviews and concerns were addressed.

In 2019 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.

In addition to the above mentioned other channels of communication such as newsletter, admin notes, dairies, emails, text messages, face book and other social media platform were used to display the school performance for the satisfaction of parents. Overall, the feedback and response indicating high level of satisfaction of parents and students towards the academic performance of 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.

## **Western Grammar Teaching & Other Staff Profiles in 2019**

All teaching staff at WGS are registered, accredited and are endorsed for teaching the Australian curriculum as per standards and requirements of NESA. The number of staff is increasing every year due to the rapid growth of the school. We have a good rate of staff

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.

The staff at WGS is qualified and possessing high expertise and passion for teaching. Staff at WGS is provided extensive amount of support from the senior staff, as WGS has cooperative working environment for the students which helps them in accomplishing high academic achievements. Senior administration, staff and the Principal are friendly and task oriented. Transparency and professionalism is at a priority when resolving and addressing any concerns while maintaining the positive environment at WGS.

The school senior management and other teaching support staff is highly experienced, motivated and professional. The school staff profile is outstanding. 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**

All teaching staff is approved and accredited by NESA that is required to teach in Australia. Majority of the teaching staff is highly qualified with 90% holding Australian qualification. Almost 40% of teaching staff is accredited with proficiency having extensive amount of experience. The school has policies and procedures in place to regularly enhance and maintain the teaching standards of the staff.

The rate of retention at WGS is significantly high and satisfactory, however as usual only 3 to 4 staff left this year for relocation and other personal reasons. Majority of our senior management and senior staff is working from last 5-8 years. 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. Overall rate of retention and the standard of the teachers at WGS is remarkable and considered to be a huge part of school success.

## **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 learning. At WGS, bullying is not allowed in any circumstances and is firmly dealt with giving students better chances to accomplish their objectives and academic success.

The standard and quality of education depend upon the educational and learning environment 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. 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.

New facilities including spacious and brand new science lab, library and classrooms have added a lot of value to the school environment. The school is regularly progressing towards its prime objective of becoming one of the best educational institution and an icon for the local community. As a whole learning and teaching environment at Western Grammar is dynamic, multidimensional and produces amazing results. It is a firm belief of the school board and the school community that WGS is definitely going to be a productive and rewarding institute for the service to the community.

## **Student Special Needs**

At this stage Western Grammar School is not specialised to cater for the students with special needs. However, WGS does cater for NCCD students with minor learning difficulties and issues such as ADHD and autism. The focus is on the effective education for young children with special needs. WGS 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. WGS additionally attempts to broaden 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. As a whole it is part of the school plan to give more attention and to allocate more resources for the students with special needs.

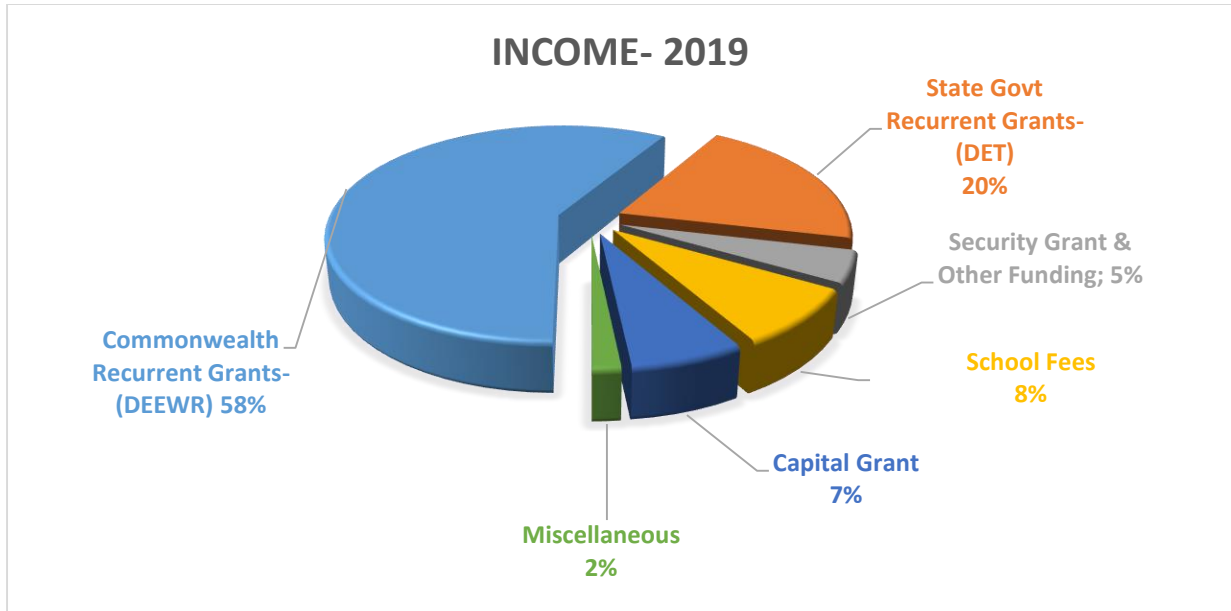
## **Staff Training & Professional Development - 2019**

Western Grammar believes in providing professional development (PD) and training of the teaching staff in order to develop their educational standards and skills as per requirements of NESAs. WGS gives paramount importance to the development and training of the teachers so they could equip themselves to perform their level best. Therefore, additional opportunities and support was provided throughout the year to keep their skills up-to-date and to keep pace with the changing trends and new curriculum requirements. WGS organised many external and internal PDs' during 2019 and these sessions were extremely effective in helping the teachers to enhance their skillset and teaching abilities. WGS main objective is to empower future generation with professionalism and skills required for their successful and peaceful future. Professional development programs enable 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 2019, 10-12 days were allocated to the staff formal PDs and various informal short training sessions during staff meetings were conducted throughout the year.

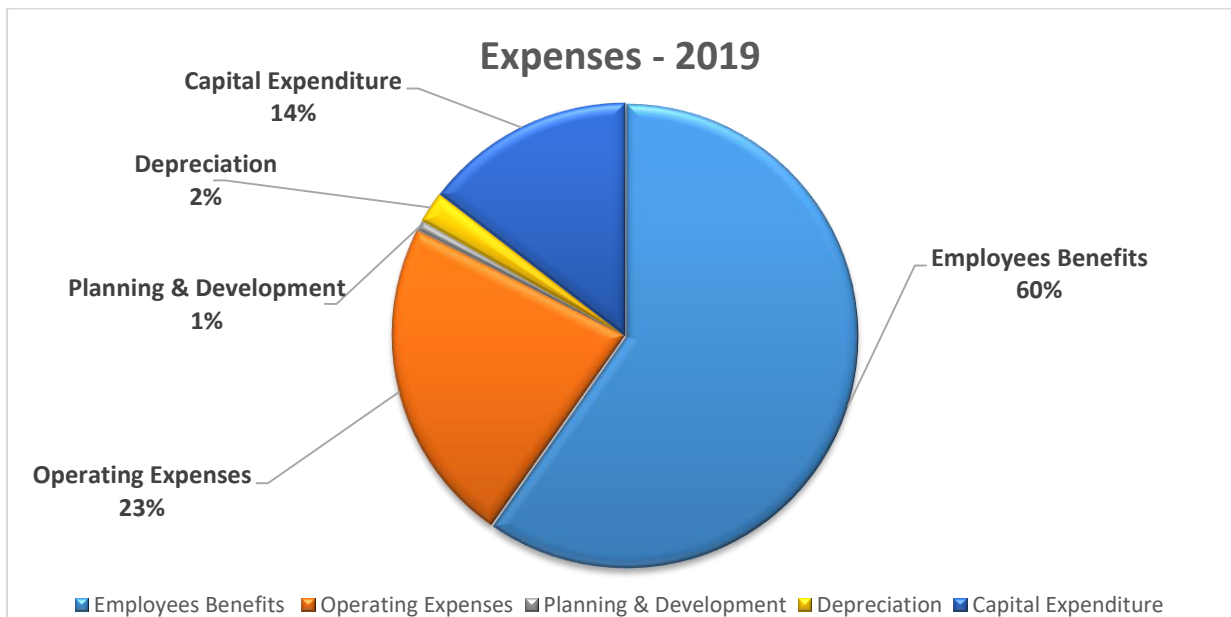
WGS board members also receive training especially in the area of governance so that they can execute their responsibilities and monitor the school operation in effective manner. WGS takes the services of various external experts in the areas of their expertise required for the staff training and development. WGS believes that having such PD's in an organization can help to maintain a positive and professional mindset as these PD's enable WGS staff to perform effectively and efficiently. Other teaching tools and effective techniques were also part of PDs during 2019. 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 2019.

## Financial Summary of 2019

**Income:** The school revenue increased during 2019 as a result of growth in the school enrolment. The major income the school received was from Commonwealth Grant (58%), State Government Grant (20%), fees and others (10%) and BGA capital grant (7%).



**Expenditures:** The below mentioned diagram states the expenditure of the year 2019; 60% employees related expense, 23% operating expenditures 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. 15% are expenditures related to the capital, planning and development required for the facilities and infrastructure development.



## Conclusion

Western Grammar School is gradually growing and it is evident from the response of the community and influx of the enrolment applications every year. The growth rate of WGS is significantly higher and the positive image of the school is increasing in the community day by day. 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 2019 to provide an excellent technology orientated educational environment for the students to enhance their learning. The school board has provided vision 2025, 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. WGS has not only shown financial viability rather it has demonstrated a strong and solid commitment of the school management, school board and the school staff.



**“KNOWLEDGE IS THE ULTIMATE SOLUTION”**

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