



2025

# ANNUAL REPORT

Western Grammar School

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## Executive Summary

### Western Grammar School (WGS) Annual Report 2025

Western Grammar School, operating as a trading entity of The Contributors Society Pty Ltd (TCS), is pleased to present its Annual Report for the year 2025. TCS is registered as an educational institution and holds full accreditation with the New South Wales Education Standards Authority (NESA), delivering comprehensive educational programs from Kindergarten to Year 12. As a not-for-profit organisation and an approved authority under Section 39 of the NSW Education Act 1990, TCS oversees the governance of the School through its Board, which is responsible for ensuring effective management, regulatory compliance, and the delivery of high-quality educational services.

This Annual Report provides an overview of Western Grammar School's educational performance, academic achievements, and operational developments throughout 2025. It highlights the School's ongoing commitment to educational excellence and the provision of a broad and engaging curriculum that supports student learning and wellbeing. The report also outlines key policies, strategic priorities, and initiatives implemented during the year to strengthen educational outcomes, together with new programs and developments introduced to support the School's continued growth.

As a key communication document, this report provides important information to the school community, government agencies, regulatory authorities, and other stakeholders. Western Grammar School remains committed to maintaining open and effective communication through a range of channels, including newsletters, official correspondence, the School website, social media platforms, and direct messaging systems. These communication methods support strong engagement with parents, community members, and Board representatives while ensuring the timely dissemination of relevant information.

Physical copies of the 2025 Annual Report can be furnished upon formal request. This report is publicly accessible to parents, staff members, and community stakeholders via the institutional website at [www.wgs.nsw.edu.au](http://www.wgs.nsw.edu.au). For inquiries regarding this Annual Report or to request printed documentation, interested parties may contact the school's administrative reception.

Western Grammar School extends its appreciation for the continued support and engagement of all stakeholders in our educational mission.

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## Chairman's Message

It is my pleasure to present the 2025 Annual Report of Western Grammar School, highlighting a year of significant achievement, growth, and progress. Throughout the year, our students, staff, parents, and Board members worked together with dedication and purpose to uphold the School's commitment to excellence. The accomplishments detailed in this report reflect the strength of our community and our ongoing commitment to providing a high-quality educational experience for every student.

Western Grammar School, in 2025, remained committed to providing high-quality education within a nurturing and supportive environment. Guided by our values of faith, respect, diligence, and personal growth, we continued to foster ethical, resilient, and lifelong learners. Our focus on academic achievement, character development, and co-curricular opportunities ensures that students receive a well-rounded and enriching educational experience.

Our students achieved outstanding academic results, particularly in the Higher School Certificate (HSC). Western Grammar School attained first position within the local government area, with 66.36% of HSC students achieving Band 5 and Band 6 results. These achievements are a testimony to the hard work of our students and the dedication and expertise of our teaching staff.

The year also brought significant progress in school Infrastructure development. The completion of Building 3 provided additional learning spaces to support our growing student population. We also began construction of the underground parking facility, with 48 parking spaces made available for staff.

Looking ahead, Western Grammar School remains focused on delivering an academically rigorous and spiritually enriching education. Future developments include the completion of the underground parking facility and Building 5, which will provide five additional classrooms and a multipurpose hall. These projects will further strengthen our capacity to meet the needs of our expanding school community.

As educational technologies continue to evolve, including the growing influence of Artificial Intelligence, we remain committed to adopting these advancements thoughtfully and responsibly to enhance teaching and learning while maintaining the highest educational standards.

I extend my sincere gratitude to our dedicated staff, supportive parents, hardworking students, and committed Board members for their ongoing contributions to the success of our School. With the guidance and blessings of Almighty Allah, we look forward to another year of growth, achievement, and service. Thank you for your continued trust and support of Western Grammar School.

Subhan Ali JP  
B. Arch, RAIA, Grad.Dip.BS, Grad.Cert.FM, CF  
WGS Board Chairman 2025

## School Profile

Western Grammar School is a co-educational K-12 facility that has been in operation since March 2012. We offer a broad co-curricular program and are committed to the highest levels of student wellbeing so that each child develops to his/her full potential.

## School's Motto

*Excellence through learning*

## School's Mission Statement

Our mission is to “provide quality education in a caring environment producing ethical, resilient, life-long learners”.

## School's Values

WGS (Western Grammar School)

**Work** - **Grow** - **Succeed**

## School's Vision

Our vision is to be an exceptional Australian educational institute based on Islamic teachings.

## 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 philosophers 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 pursuit of knowledge and not the knowledge in pursuit of the child” (George Bernard Shaw)
- “Education is transmission of civilizations” (Will Durant)
- “Who dares to teach must never cease to learn” (John Cotton Dana)

## Our Aims & Objectives

The School's primary objective is to foster the holistic development of young students — intellectually, spiritually, socially, and physically — while nurturing their individual talents and abilities, equipping them to lead peaceful and fulfilling lives. Our overall objectives include the following:

- 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 an educational environment based on the welfare and well-being of students.
- 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.

## School Year 2025

Western Grammar School (WGS) has grown significantly since its beginning as a small primary school in March 2012, expanding to encompass both primary and secondary education. In 2025, the school achieved notable success, particularly with its Higher School Certificate (HSC) students. The students achieved 20 Band Sixes and 53 Band Fives. These results reinforce Western Grammar School's reputation for academic excellence and its commitment to fostering student success.

The high percentage of Band 6 & 5 achievers reflects not only individual student successes but also the school's overall commitment to academic excellence. This commitment is evident in its rigorous academic preparation and comprehensive support provided from Kindergarten through Year 12. Such achievements surpass community expectations, positioning WGS as a leading educational institution in the Blacktown Local Government area, renowned for nurturing and challenging students to reach their academic potential.

The achievements of 2025 have further strengthened Western Grammar School's reputation as a provider of high-quality education, attracting families who value academic excellence, strong pastoral care, and a supportive learning environment. The school's continued success reflects its commitment to equipping students with the knowledge, skills, and values required for future academic achievement and lifelong success.

During 2025, Western Grammar School reached significant milestones in its infrastructure development. Construction of the underground parking facility was substantially completed, with final compliance requirements progressing toward occupancy. Stage 5 of the Master Plan, comprising new classrooms and a multipurpose hall, continued throughout the year, representing a major investment in expanding the school's capacity and enhancing learning opportunities for current and future students. These developments support the school's long-term vision of providing purpose-built, modern educational facilities that meet the needs of its growing community.

Financially, 2025 was another stable and successful year for the School. Western Grammar School remained financially sustainable while continuing to invest significantly in capital works, educational resources, and student wellbeing initiatives. Strong financial management enabled the School to progress its strategic infrastructure projects without compromising its commitment to providing financial assistance and support programs for students and families where needed.

Professional learning remained a key priority throughout 2025, with staff participating in ongoing training and development to strengthen teaching practice, leadership capacity, and student outcomes. Supported by sound governance, responsible financial management, and a clear strategic vision, Western Grammar School continues to build on its growth as a comprehensive Kindergarten to Year 12 School. The School remains committed to delivering excellence in education while fostering a safe, inclusive, and future-focused learning environment for every student.

## Academic Performance – 2025

### NAPLAN - 2025

In 2025, NAPLAN results were categorized based on proficiency standards, replacing previous numerical bands and national minimum standards. The five key NAPLAN domains: Numeracy, Reading, Writing, Grammar & Punctuation, and Spelling. This year data was broken down by student proficiency levels: *Exceeding*, *Strong*, *Developing*, and *Needs Additional Support*. The 2025 WGS NAPLAN results showed positive trends across key learning areas:

- An overall increase in the percentage of students achieving *Exceeding Proficiency* across most domains.
- A reduction in the number of students placed in *Developing* and *Needs Additional Support* categories, particularly in Reading and Numeracy.

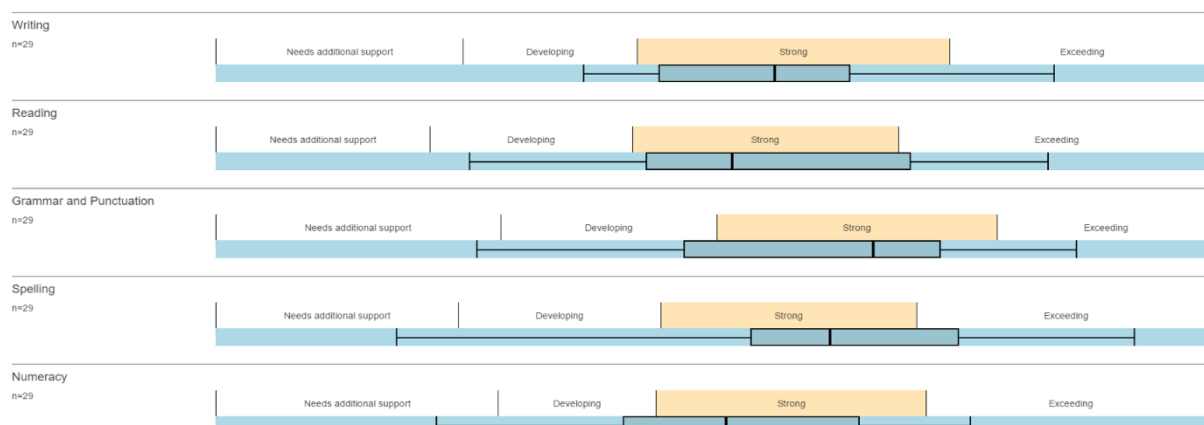
- Notable improvement in Spelling and Reading, with both areas demonstrating strong upward progress.

WGS focused on early identification of literacy and numeracy gaps through Progressive Assessment Tests. Initiatives such as Get Reading Right (Kindergarten to Year 2), Reading Eggs and Mathletics (for primary school literacy), engagement in the Premier Reading Challenge, and support from a dedicated Learning Support Department aimed to improve these standards. Student achievements were reported against four proficiency levels: Exceeding, Strong, Developing, and Needs Additional Support. The following tables illustrates the distribution of students across these proficiency levels in each assessment area.

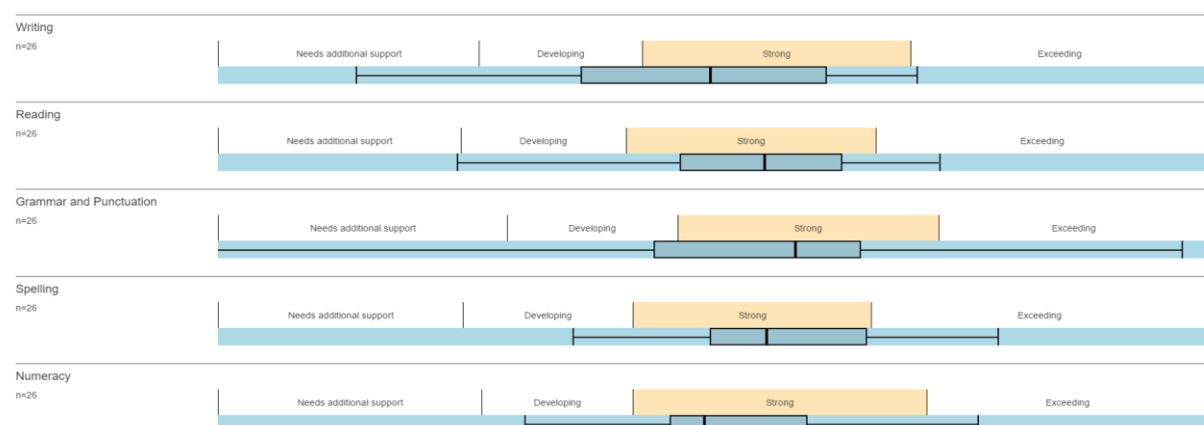
Table 1: Student NAPLAN results as per Proficiency Level for Year 3, 5, 7 and 9.

| WGS 2025                 | Student Proficiency: Numeracy | Percentage: Numeracy | Student Proficiency: Reading | Percentage: Reading | Student Proficiency: Writing | Percentage: Writing | Student Proficiency: G&P | Percentage: G&P | Student Proficiency: Spelling | Percentage: Spelling |
|--------------------------|-------------------------------|----------------------|------------------------------|---------------------|------------------------------|---------------------|--------------------------|-----------------|-------------------------------|----------------------|
| Exceeding                | 14                            | 13%                  | 25                           | 24%                 | 13                           | 12%                 | 20                       | 19%             | 31                            | 30%                  |
| Strong                   | 65                            | 63%                  | 65                           | 62%                 | 67                           | 64%                 | 59                       | 56%             | 65                            | 62%                  |
| Developing               | 20                            | 19%                  | 13                           | 12%                 | 22                           | 21%                 | 23                       | 22%             | 7                             | 7%                   |
| Needs additional support | 5                             | 5%                   | 2                            | 2%                  | 3                            | 3%                  | 3                        | 3%              | 2                             | 2%                   |
| Total Students           | 104                           | 100%                 | 105                          | 100%                | 105                          | 100%                | 105                      | 100%            | 105                           | 100%                 |

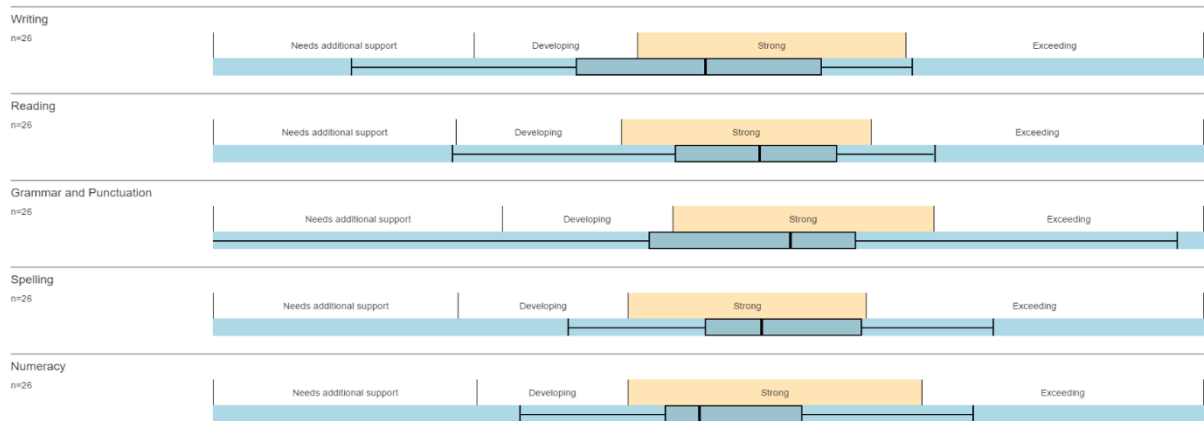
### Year 3



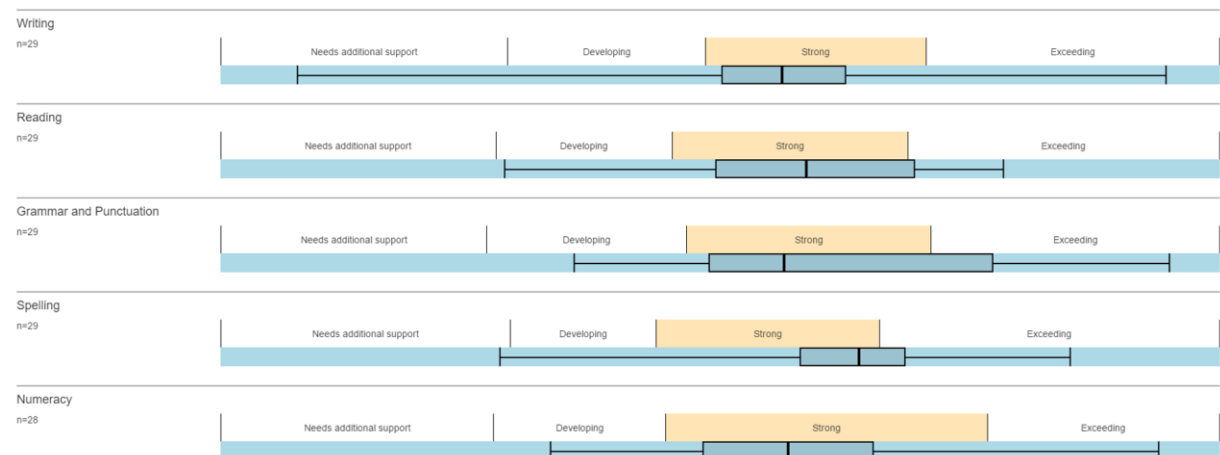
### Year 5



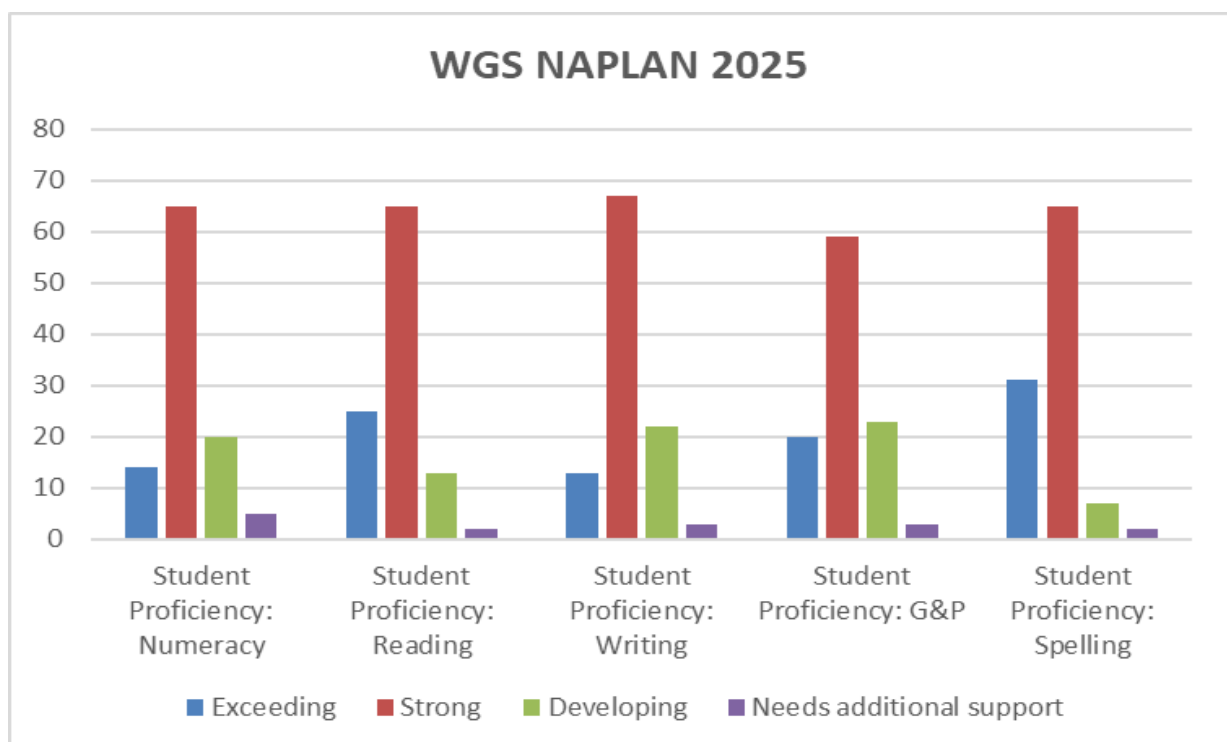
## Year 7



## Year 9



The graph below displays the 2025 overall NAPLAN results for Years 3, 5, 7 & 9.



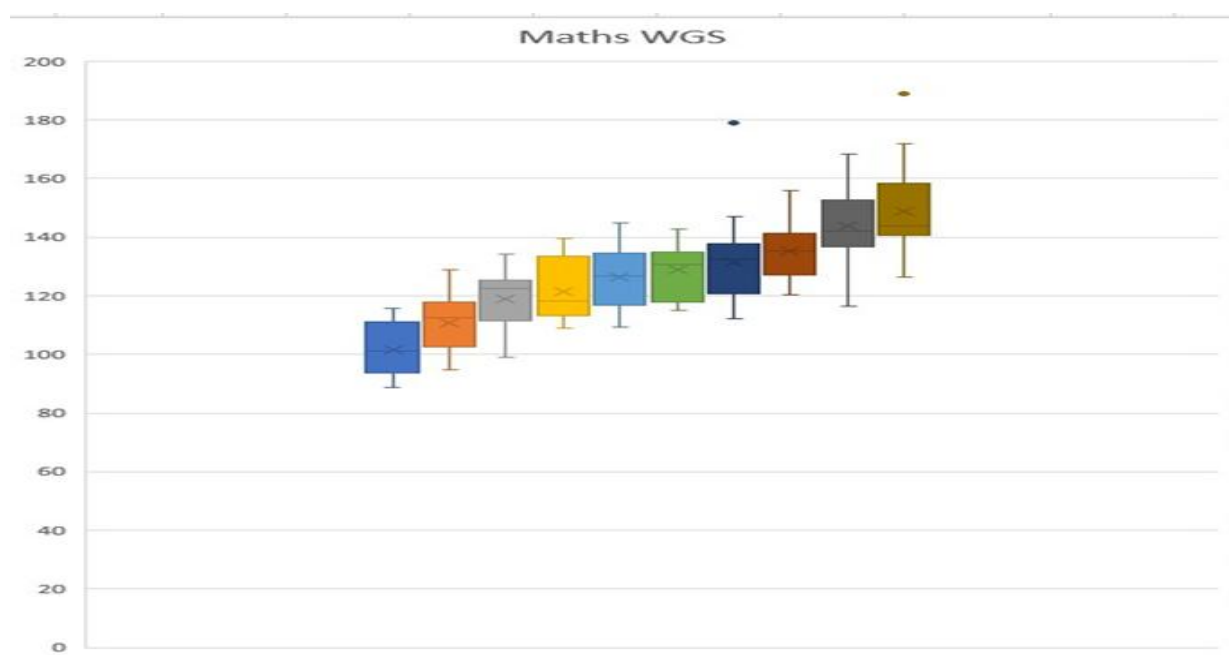
## External Assessment Programs

**Progressive Assessment Tests (PAT)** – WGS conducts PAT tests across Year 1 to Year 10. These are standardised assessments developed by the Australian Council for Educational Research to measure student achievement and growth over time. They assess students' knowledge, skills, and understanding in key learning areas such as Reading, Mathematics, Vocabulary, Spelling, Grammar and Punctuation, and Science.

Through PAT assessments WGS obtains reliable data that helps schools monitor individual and cohort progress, identify learning strengths and areas for improvement, and inform teaching strategies. As the tests use a common measurement scale, student growth can be tracked from year to year, enabling teachers to evaluate learning progress and the effectiveness of educational programs.

Below are the graphs depicting the 2025 results of students from Year 1 to Year 10 in Mathematics and Reading:

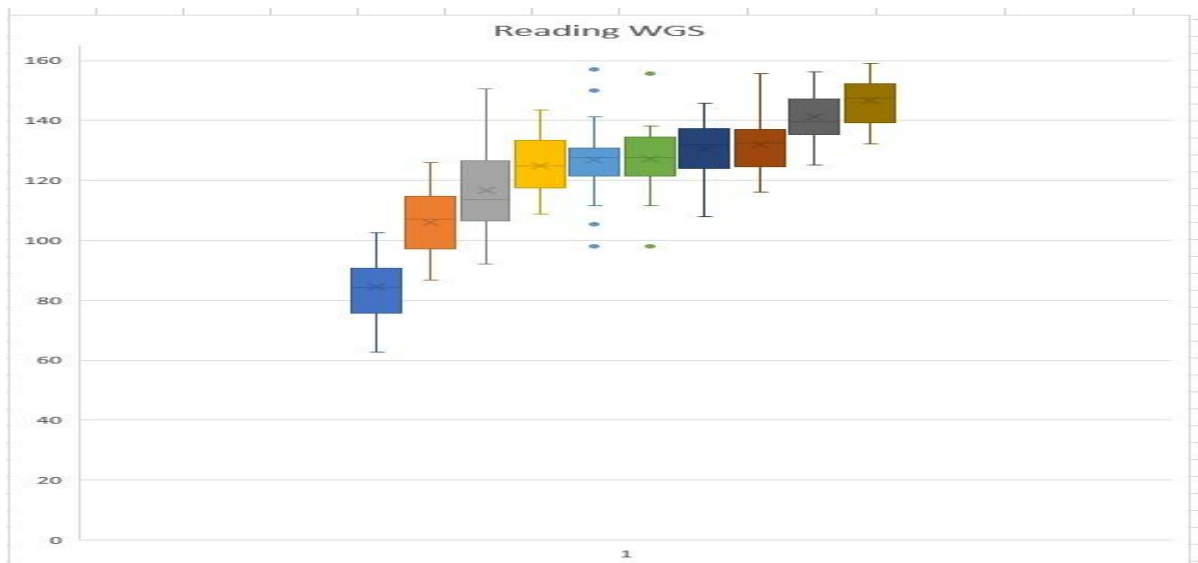
**2025 Graph for Average Maths – Y1 to Y10**



**The average for Maths – Y1 to 10**

| AVERAGE | 101 | 110 | 119 | 122 | 126 | 129 | 131 | 135 | 144 | 149 |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| YEAR    | Y1  | Y2  | Y3  | Y4  | Y5  | Y6  | Y7  | Y8  | Y9  | Y10 |

2025 Graph for Average English – Y1 to Y10



The average for English – Y1 to 10

|         |      |       |       |       |       |       |       |       |       |       |
|---------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| AVERAGE | 84.5 | 105.4 | 116.2 | 124.8 | 126.7 | 127.7 | 130.5 | 132.3 | 141.3 | 146.7 |
| YEAR    | Y1   | Y2    | Y3    | Y4    | Y5    | Y6    | Y7    | Y8    | Y9    | Y10   |

The 2025 PAT results indicate that many year groups performed at or above expected national benchmarks in Mathematics and Reading, reflecting the effectiveness of the School's teaching and learning programs. The average scale score comparison in Mathematics and Reading between WGS and the nation is shown below in the table:

| PAT Test -Scale Score Comparisons - 2025 |             |            |         |            |
|------------------------------------------|-------------|------------|---------|------------|
| Year Group                               | Mathematics |            | Reading |            |
|                                          | WGS         | Nationwide | WGS     | Nationwide |
| 1                                        | 101.1       | 99.5       | 84.5    | 84.2       |
| 2                                        | 110.1       | 108.3      | 105.4   | 101.1      |
| 3                                        | 118.6       | 115.4      | 116.2   | 113        |
| 4                                        | 121.6       | 121.1      | 124.8   | 120.9      |
| 5                                        | 126.2       | 125.5      | 126.7   | 125.8      |
| 6                                        | 128.9       | 128.9      | 127.7   | 128.8      |
| 7                                        | 131.4       | 131.6      | 130.5   | 130.7      |
| 8                                        | 135.3       | 133.6      | 132.3   | 132.6      |
| 9                                        | 143.8       | 135.4      | 141.3   | 135.5      |
| 10                                       | 148.9       | 137.1      | 146.7   | 140.5      |

## Other Internal Assessment Programs

The School employs a comprehensive assessment framework comprising half-yearly examinations, assignments, projects, and annual assessments to monitor student progress and promote academic excellence. These assessments provide valuable data to inform teaching practices, identify individual learning needs, and support continuous improvement in student achievement. To further enhance academic outcomes, Western Grammar School offers a range of academic competitions, enrichment programs, and learning challenges that encourage student engagement and high performance. A strong network of academic support is provided to assist students in reaching their full potential, with senior staff regularly monitoring individual study plans and academic progress.

## High School Certificate (HSC)

The 2025 academic year was an outstanding one for our Higher School Certificate (HSC) students, with Western Grammar School achieving exceptional results. The school was ranked **101st** state wide and celebrated **20 Band 6** and **53 Band 5** achievements, reflecting the dedication of our students and the commitment of our teaching staff to academic excellence. We are especially proud that Western Grammar School was recognised as the highest-performing school in the Blacktown Local Government Area as per reporting of Daily Telegraph.

The Higher School Certificate (HSC) results reflect Western Grammar School's continued commitment to academic excellence and demonstrate the strongest performance achieved in recent years. The proportion of students attaining the highest achievement level (Band 6) increased to 18.18%, surpassing the previous high of 16% in 2023 and 15.6% in 2024. This outstanding result highlights the school's success in nurturing high-achieving students and supporting them to reach their full academic potential.

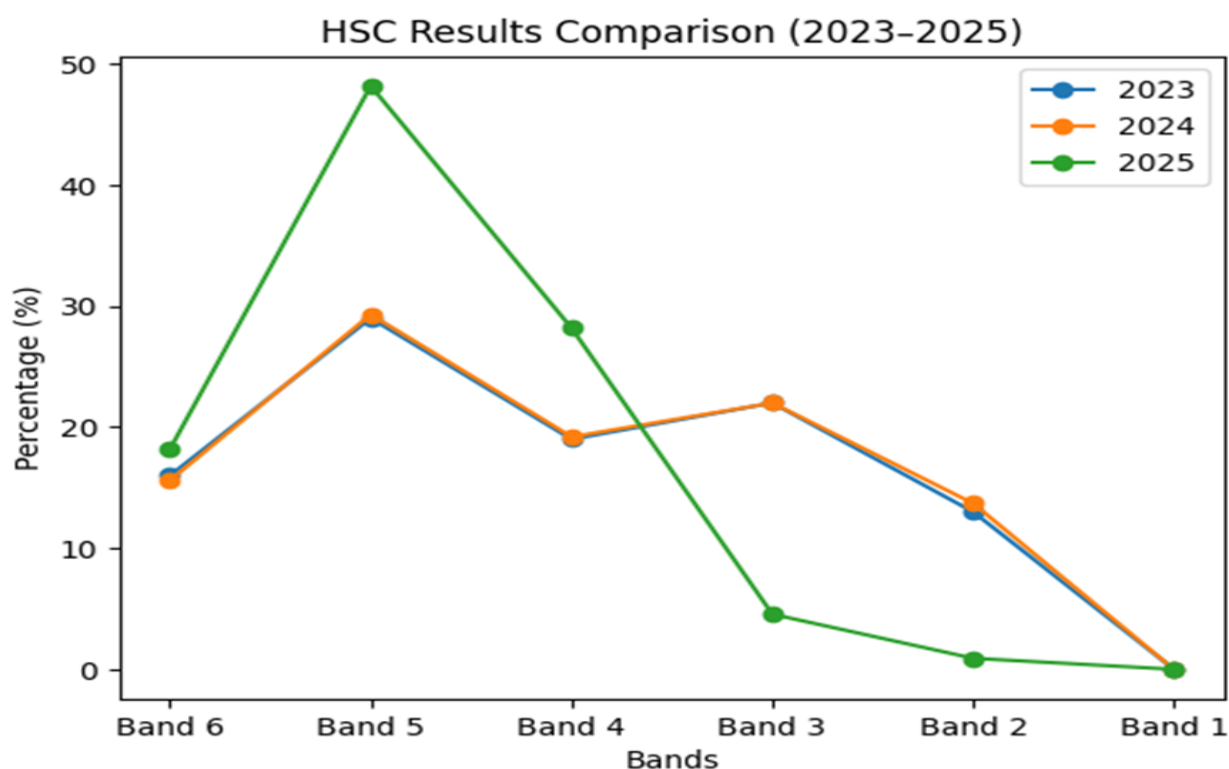
Equally impressive was the significant improvement in Band 5 results, with 48.18% of the 2025 cohort. This represents a substantial increase from approximately 29% in both 2023 and 2024. Combined with the rise in Band 4 results to 28.18%, compared with around 19% in the previous two years, these outcomes demonstrate a broad strengthening of student performance across the cohort, with more students achieving strong and highly competitive results.

Overall, the 2025 HSC outcomes reflect the dedication of our students, the expertise and commitment of our teaching staff, and the effectiveness of the school's academic programs. The sustained improvement across the upper performance bands is evidence of Western Grammar School's ongoing focus on high-quality teaching, targeted learning support, and a culture of academic excellence, providing a strong foundation for continued success in future years.

Find below the HSC Results Analysis of 2025 table as well as the graph with HSC results comparison from 2023 to 2025.

## HSC RESULTS ANALYSIS OF WGS's STUDENT BATCH OF 2025

| S/NO  | BANDS | BIOLOGY | BUSINESS STUDIES | CHEMISTRY | ENGLISH STD | ENGLISH ADV | MATH STANDARD 2 | MATH ADV | PDHPE | STUDIES OF RELIGION II | TOTAL | Marks      | %       |
|-------|-------|---------|------------------|-----------|-------------|-------------|-----------------|----------|-------|------------------------|-------|------------|---------|
| 1     | 6     | 1       | 9                | 0         | 0           | 1           | 2               | 1        | 0     | 6                      | 20    | 90% - 100% | 18.18%  |
| 2     | 5     | 9       | 7                | 1         | 0           | 14          | 6               | 3        | 4     | 9                      | 53    | 80% - 90%  | 48.18%  |
| 3     | 4     | 3       | 4                | 1         | 6           | 1           | 5               | 0        | 8     | 3                      | 31    | 70% - 80%  | 28.18%  |
| 4     | 3     | 1       | 1                | 1         | 0           | 0           | 0               | 0        | 1     | 1                      | 5     | 60% - 70%  | 4.55%   |
| 5     | 2     | 1       | 0                | 0         | 0           | 0           | 0               | 0        | 0     | 0                      | 1     | 50% - 60%  | 0.91%   |
| 6     | 1     | 0       | 0                | 0         | 0           | 0           | 0               | 0        | 0     | 0                      | 0     | 35% - 50%  | 0.00%   |
| TOTAL |       | 15      | 21               | 3         | 6           | 16          | 13              | 4        | 13    | 19                     | 110   |            | 100.00% |



### Numeracy and Literacy Strategies

At WGS we believe that it is essential to focus on literacy and numeracy programs for the success of students' academic achievements and long-term career goals. The school has a highly developed literacy and numeracy approach included in our teaching programs. We have multiple activities including Learning Support classes, to assist students with English as a second language. WGS has an established Learning Support Department that provides opportunities and comprehensible frameworks to support students throughout their schooling time at WGS starting from Kindergarten.

Our school is dedicated to providing rich, engaging and relevant literacy experiences to enhance knowledge of our students and develop their learning ability. Programs such as Get Reading Right, phonics and decodable readers were utilised to enhance the literacy of our students. The students also participated in many enjoyable literacy-based activities including writing a book in a day, writing competitions, debating competitions, book week, Premier Reading Challenge, and National Literacy Week. These events are extensively promoted in the school to encourage our students to develop and appreciate a love for reading and students are rewarded 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 core skills of literacy and numeracy, learning in all other key domains will be a struggle.

Additionally, we recognise that numeracy, like literacy, is a vital pillar of learning of our school curriculum. We have Quick Smart programs (an evidence-based, intensive intervention program) to enhance the mathematics skills of middle school students (Year 4 to Year 9). We strongly believe numeracy is about students having the confidence to choose and use mathematics skills they learn at school in their everyday lives.

### **Technology Supported Learning**

At Western Grammar, we implement alternative methods of teaching to ensure Information and Communication Technologies (ICT) is thoroughly inculcated into various lessons. Learning today demands new pedagogical and technological approaches to using ICT. Schools' approach is to prepare students for the demands of the rapidly evolving global market by facilitating learning into a technology-rich environment where students and teachers develop understanding about powerful learning and teaching.

Technology and computers have become an integral part of education. The school has short term and long-term plans to continuously improve its ICT infrastructure and facilities.

Information Technology (IT) and Artificial Intelligence (AI) continued to play an important role in teaching, learning, and school operations throughout 2025. Digital technologies were integrated across the curriculum to enhance student engagement, strengthen digital literacy, and support collaboration. Artificial Intelligence tools such as Chatgpt and Chalkie, were introduced to assist teachers with lesson planning, assessment, and administrative tasks, while also helping students develop critical thinking, research, and problem-solving skills through responsible and ethical use. The School remains committed to ensuring that technology is used safely, effectively, and in accordance with best educational practices to enrich learning outcomes and prepare students for an increasingly digital future.

Almost every general-purpose learning area is fully equipped with projectors and AV system. IT resources and facilities were provided for the teaching and learning of all KLAS. IT network, computers, devices, and Internet access are closely maintained by our IT department. They also provide all users with the support they may require. For HSC student's laptops and chrome books were provided under supervision to complete their tasks and assignments during their formal and informal assessments. Having regular access to a personal computer at school was

essential for their progress. Therefore, school equipped HSC students with IT equipment and services during school hours.

However, WGS senior staff and teachers are fully aware about the adverse effect and disadvantages related to the misuse of technology and social media. In order to address these issues and concerns close monitoring and supervision of students were arranged and senior staff ensured that the students have safe and supportive environment for their learning.

## **Student Enrolments**

In December 2024 we had at least 750 students in the waiting list across K-10. In 2025 we again received a large number of enrolment applications for entry at various levels. Due to limited spaces available, only a handful number of students were enrolled and priority was given to the siblings of existing students. The large number of applicants on the waiting list is a clear indication of the rapidly growing image of the school in local community. Therefore, it is clearly foreseeable that further growth and development of facilities is imminently and urgently required.

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. Identification documents and documents of custody, if applicable, must be attached with the enrolment application.

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

## **Procedure for Enrolment**

The parents/guardians of students must properly fill out the admission application form. Application forms must be accompanied by 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)

Upon receipt of the completed application form and the applicable enrolment fees, the Enrolment Officer schedules an entrance assessment and notifies the parents or guardians of the examination date. The assessment is conducted to determine the student's academic entry level and suitability for enrolment.

Following the entrance assessment and interview, the Deputy Principal, or the Principal's delegate undertakes a comprehensive due diligence process. This includes reviewing the student's academic performance, behavioural records, and reports from previous schools before preparing a recommendation for the Principal's consideration.

Once the Principal approves the application, the Enrolment Officer issues a formal Letter of Offer outlining the conditions of enrolment. The enrolment process is finalised upon receipt of the signed acceptance of the offer together with the required fee payments.

**Withdrawal of Enrolment:** A withdrawal form has to be filled if parents/guardians wish to withdraw their child from school. Parents are required to read all relevant policies including the school enrolment policies before signing any documents. The school also reviews student's conduct and suspend or expel any student under special circumstances.

The student number is reflected in the table below as per the census of August 2025.

| Enrolment status as at August 2025 CENSUS |   |     |
|-------------------------------------------|---|-----|
| Primary (K-6)                             |   | 218 |
| Secondary (7-12)                          |   | 169 |
| Total                                     | = | 387 |

## Student Attendance

Western Grammar School (WGS) is committed to monitoring student attendance with diligence and responsibility. To support this, all students arriving late must report to the school office to complete a late note explaining the reason for their tardiness. This procedure enables the school to track late arrivals and address issues related to punctuality and regular attendance.

Parents and guardians are required to provide a valid explanation for their child's absence, especially if the child is absent on a regular basis. This approach is adopted to ensure the safety and wellbeing of all students, and to account for their absence from school. Ongoing communication with parents and guardians has proven to be an effective strategy in managing and improving student attendance.

WGS conducts daily follow-ups with parents or guardians of absent students to determine the reason for the absence. This practice not only reinforces the school's duty of care but also ensures that all student absences are appropriately justified. In cases where students are absent for extended periods due to medical reasons, a medical certificate must be submitted.

The WGS Attendance Policy is available for reference on the school's website. The attendance record for the year 2024 is given in the table below.

Parents or guardians seeking leave for reasons other than illness must submit a Carer Leave Form for the Principal's approval before making travel arrangements. The School encourages families to avoid taking holidays during term time to minimise disruption to student learning. Unexplained or extended absences are closely monitored and may be referred to the School Liaison Officer. Attendance records are retained for seven years, and the School reserves the right to cancel a student's enrolment where ongoing unexplained or unreasonable absences occur.

### Student Attendance Record of 2025

| <b>STUDENT ATTENDANCE SUMMARY - 2025</b> |                   |               |                |                |
|------------------------------------------|-------------------|---------------|----------------|----------------|
| <b>Class/ Year</b>                       | <b>Semester 1</b> | <b>Term 3</b> | <b>Average</b> | <b>Absence</b> |
| <b>Year 1</b>                            | 89.12%            | 91.42%        | 90.27%         | 9.73%          |
| <b>Year 2</b>                            | 87.70%            | 91.39%        | 89.55%         | 10.46%         |
| <b>Year 3</b>                            | 88.10%            | 91.31%        | 89.71%         | 10.30%         |
| <b>Year 4</b>                            | 89.54%            | 95.22%        | 92.38%         | 7.62%          |
| <b>Year 5</b>                            | 88.53%            | 93.44%        | 90.99%         | 9.02%          |
| <b>Year 6</b>                            | 88.52%            | 91.20%        | 89.86%         | 10.14%         |
| <b>Year 7</b>                            | 90.23%            | 96.00%        | 93.12%         | 6.89%          |
| <b>Year 8</b>                            | 88.54%            | 91.14%        | 89.84%         | 10.16%         |
| <b>Year 9</b>                            | 87.83%            | 91.16%        | 89.50%         | 10.51%         |
| <b>Year 10</b>                           | 90.36%            | 93.71%        | 92.04%         | 7.97%          |
| <b>Overall Average</b>                   | <b>88.85%</b>     | <b>92.60%</b> | <b>90.72%</b>  | <b>9.28%</b>   |

**Note:** The overall student attendance at Western Grammar School has shown a notable improvement compared to the 2024 records, with the majority of classes achieving attendance rates above 89%. The table above provides a detailed summary of attendance figures for Semester 1 and Term 3 according to the 2025 Department of Education, Skills and Employment (DESE) attendance data collection. Western Grammar School recorded an overall average attendance rate of 90.72% for students in Years 1 to 10 in 2025. The School continued to implement proactive attendance monitoring, regular communication with families, and student wellbeing strategies to encourage consistent school attendance and maximise student engagement and learning outcomes.

### Outline of the Key Policies

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. Parents and students are expected to support the values and ethos of the school.

## Enrolment Policy

As per school enrolment policy the sibling of the WGS existing students will have the first priority for admission in the school subject to the fulfilment of enrolment criteria and available vacancies. Students who are offered position and enrolled are required to adhere and comply with all school rules, policies and procedures to maintain their enrolment.

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 has established a Welfare Department dedicated to the well-being of students. We believe that student well-being and welfare are fundamental to achieve better academic output. In addition to legislative requirements, it is part of the school objectives to provide a safe and supportive environment based on the welfare and well-being of the students. To achieve this, the school has policies, procedures, and programs in place. The school board and senior management fully understand the importance of student safety and welfare, which goes beyond academic performance to include the physical, spiritual, emotional, and psychological well-being of students.

In addition to the policy implementation, several welfare and wellbeing events and programs were organized in 2025. These included Sun Safety Week, Harmony Week, Anti-Bullying Week, and the Y6/Y10 Peer Support Program. These events helped students develop important values of respect, compassion, kindness, and belongingness.

The welfare team continued to support students from disadvantaged families by providing uniforms, textbooks, groceries, and transport assistance. WGS also supported orphans overseas through the Human Appeal orphan sponsorship program, raised money for the Pakistan flood victims, and conducted a Ramadan food drive.

In 2025, the psychologist continued to assist students with techniques and strategies to manage challenges such as grief, anxiety, academic decline and social skills. Students have greatly benefited from the continuous efforts in helping with anger management, disruptive behaviour, aggression, study-focusing issues, bullying, anxiety, stress, and family issues.

The pastoral counselling service is ongoing, with the school's religious studies staff allocated time to assist students using a spiritual healing framework. Mental health and well-being continued to be a major focus of the welfare team. Many students have benefitted from our pastoral counsellors throughout 2025. All sessions are recorded on Sentral, our school software.

The following were also part of our welfare program run in 2025:

**Anti-Bullying Program:** Encouraging students to help and support their peers.

**Visit to the Disability Centre:** Our HS SRC visited the centre as part of our ongoing commitment to supporting the exceptional care and well-being of individuals with intellectual disabilities.

**The WGS Breakfast Club** – The Well-Being team provides breakfast for students every Monday, Wednesday and Friday. This initiative was well received by students. It is run in conjunction with the WGS SRC and the Year 12 students.

**Parenting Program** - All programs are organised to enhance the understanding of parents regarding parenting. We market the event via email, Skool Loop, Class Dojo, text message and on google classrooms.

## Policies and Procedures

Policy compliance in schools involves adhering to a specific set of regulations, guidelines, and standards to ensure the effective and lawful operation of educational institutions. In 2025, WGS conducted regular reviews and updates of its policies to enhance compliance and to adapt to any changes in regulations or educational standards. Procedures relating to the operation of the school gets updated regularly as per need and for the welfare and wellbeing of the staff and students. The below table lists the policies and procedures updated in 2025.

| No. | 2025 Policies / SOPs             |
|-----|----------------------------------|
| 1   | WGS Master Plan Policy           |
| 2   | Pay Scale & Entitlements 2025-27 |
| 3   | School Fees & Regulation Policy  |
| 4   | Fee Policy                       |

## Child Protection

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

- A duty of care to ensure that reasonable steps are taken to prevent harm to students;
- Obligations under Child Protection Legislation; and
- 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 staff, contractors and volunteers and to provide guidelines as to how the School will deal with child protection matters.

## Key Legislation

In March 2020 legislative changes were made to Child Protection. WGS undertook a review of its policy and incorporated the changes in a new policy which was issued in August 2020. The new policy is available on the school's website at [www.wgs.nsw.edu.au](http://www.wgs.nsw.edu.au).

There are four key parts of child protection legislation in New South Wales:

- The *Children and Young Persons (Care and Protection) Act 1998* (“**Care and Protection Act**”);
- The *Child Protection (Working with Children) Act 2012* (“**WWC Act**”);
- The *Children’s Guardian Act 2019* (“**Children’s Guardian Act**”)
- The *Crimes Act 1990* (“**Crimes Act**”).

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 2025 included ongoing preventative strategies focussing on positive behaviours such as respect, safety and kindness. Appropriate and consistent disciplinary measures were adopted for the care and compassion of the student. Anti-Bullying week was conducted in March 2025 for the awareness related to the issues bullying and damaging and harmful impact of bullying on the students.

The Anti-Bullying Policy is available on the school website [www.wgs.nsw.edu.au](http://www.wgs.nsw.edu.au) or can be obtained from 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 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 a conducive educational environment.

## Discipline and Behaviour Management

Western Grammar School’s behaviour management philosophy is based on a supportive and preventative discipline model. The school’s behaviour management philosophy is not limited to shaping student actions, rather it aims to shaping attitudes to develop intrinsic

characteristics like self-respect, self-discipline and God-consciousness. At WGS every effort is made to manage positive behaviour of students. We offer support in terms of one-on-one sessions to see how we may help overcoming the issues students are facing. Managing disruptive, disorderly and problematic behaviour by some students is one of the challenges faced by teachers and the school management. It is therefore imperative that staff are trained and equipped to effectively manage student behaviour. WGS management regularly organises professional development sessions on behaviour management for staff. The School Rules for students were reviewed and amended in 2025. 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 the school's 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 their achievements with them. Through school awards and scholarship policy, WGS promotes an environment in which students realise that high standards of effort and achievement in all areas are expected and shall be rewarded. In 2022 the Awards Policy was reviewed and amended to include tuition fee scholarships for DUX awards, Principal's Morning Tea and cash prizes for outstanding HSC achievements.

## **Safe and Supportive Environment**

Western Grammar School's board and Management prioritises policies and procedures to maintain a safe, supportive learning environment. The school takes a positive and motivational approach to behaviour management, backed by a comprehensive suite of policies covering discipline, student welfare, anti-bullying, pastoral care, complaints, and awards. Staff are trained in first aid, and annual evacuation and lockdown drills were held in 2025. The school has a firm stance against bullying, discrimination, and anti-social behaviour.

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 such as suspension and expulsion are only used in exceptional circumstances and as a last resort to maintain a safe and supportive educational environment for all students.

Security at WGS is a priority and this is an area where all staff receive continuous training. The comprehensive security improvement plan was further improved in 2025 with additional cameras installed to monitor the premises for student and staff safety and security. Two full time security guards were also employed to monitor the entry and exit gates.

### Primary School Events

#### Kindergarten's Zoo Adventure

Our Kindergarten students had an adventure at the Sydney Zoo, where they not only explored the animal kingdom but also took a deep dive into the rich Aboriginal heritage, culture, and traditions of Australia. The students were welcomed by an Aboriginal guide who shared fascinating stories about the Aboriginal people. They learned about the history, culture, and traditions that have been passed down for thousands of years. The students were captivated by the guide's knowledge and enjoyed learning how Aboriginal people have a connection with the land and animals. One of the highlights of the day was the introduction to Aboriginal music and dance. Students were introduced to traditional instruments like the didgeridoo and clapsticks, and they had a chance to participate in a fun dance. It was a wonderful opportunity for them to engage in hands-on experience and appreciate the importance of music and movement in Aboriginal culture. We were thrilled to see animals from all over the world, from kangaroos and koalas, to tigers and elephants. The students enjoyed exploring the diverse creatures and learning interesting facts about them. They were especially excited to observe some of the Australian native animals up close, getting a better understanding of the country's unique wildlife. The trip to Sydney Zoo was a truly enriching experience to our Kindergarten students, combining education about Aboriginal culture with fun, interactive exploration of the animal world. It was a day filled with learning, excitement, and memories. It was a memorable day filled with learning, fun, and discovery.



## Creative with Collage

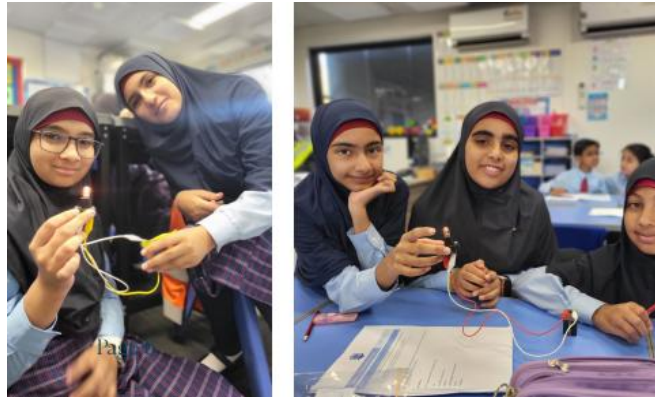
Year 4 students have been having an exciting time in visual arts, exploring the creative world of collage! Inspired by the talented artist and author Jeannie Baker, they learned how to layer different materials to create textured and visually striking artworks. Jeannie Baker, known for her stunning collage illustrations in books like *Window* and *Where the Forest Meets the Sea*, sparked the students' imagination with her use of paper, fabric, and natural materials, giving them a deeper appreciation for this unique art form. After studying her work, the students dived into making their own collages, experimenting with fabric, textured paper, and natural elements, while playing with layering and composition to bring their ideas to life. This hands-on activity wasn't just about creating art; it was also about storytelling, as they explored how textures and colours can convey moods and narratives without words. Each piece reflects the students' individuality and creativity, and it has been wonderful to watch their imaginative ideas take shape in such vibrant and unique ways.



## Year 6 Shines Bright

This week, our Year 6 students put their problem-solving skills to the test in an engaging science lesson on electrical circuits. Given wires, a battery, and a bulb—with no instructions—they were challenged to make the bulb glow. Through trial and error, teamwork, and creative thinking, the students successfully completed the task, demonstrating their understanding of how electricity flows through a circuit. Their excitement was clear as they experimented with different connections and celebrated each small success. This hands-on activity not only reinforced key science concepts but also encouraged resilience and collaboration. Well done to our budding electricians for their curiosity and perseverance—we can't wait to see what they'll explore next in their science journey!





### Exciting Day at the Farm

Our Kindergarten class had a fun-filled and memorable trip to the farm — and what a wonderful day it turned out to be! We had been keeping a close eye on the weather and were a little worried about possible rain, however, the skies cleared and we were blessed with sunshine all day long. From the moment we arrived, the children were buzzing with excitement, meeting a variety of friendly farm animals, including sheep, goats, cows, and dogs. They especially loved petting the soft sheep and playful goats, getting up close with the animals they've been learning about in class. Throughout the day, they discovered many interesting facts, such as what the animals eat, how to care for them, and the ways they help us. Special highlights included milking a cow and enjoying a real tractor ride around the farm. We also watched three fantastic shows: a dog show full of clever tricks, a thrilling whip show, and an eye-opening shearing demonstration where the children saw how wool is collected from sheep and even took home a small piece as a souvenir. It was truly a day filled with fun, discovery, and laughter; Kindergarten had an absolute blast, and we're so proud of how engaged and curious they were. We can't wait for the next big adventure!



## Hajj Workshop

Our students had the unique opportunity to participate in a Hajj Practical Workshop this term, designed to provide an immersive experience that brought the sacred pilgrimage of Hajj to life. The journey began in Mina, where students learned about the preparation and intention behind the pilgrimage, then continued to Arafat, reflecting on the power of dua. At Muzdalifah, they collected pebbles and explored the humility and patience required during this part of Hajj, before experiencing the pelting of the Jamaraat, representing the rejection of evil. They then performed the Tawaaf, circling a replica of the Ka'bah, and completed Sa'ee, reenacting the devotion and perseverance of Hajar (AS). The experience concluded with a drink of Zamzam and a date, providing an authentic close to the workshop. This hands-on learning helped students develop a stronger connection to one of the five pillars of Islam, fostering unity, reflection, and gratitude, and a special thank you goes to the Islamic Department and all teachers involved for creating an unforgettable experience that brought the essence of Hajj to our youngest learners.



## Robotics

This term, our Primary students were immersed in the exciting world of robotics and digital technologies through fortnightly sessions delivered by PLEX Education, offering hands-on learning experiences tailored to each year level and fostering creativity, critical thinking, and problem-solving through coding, robotics, and 3D design. Kindergarten students used Scratch Jr to classify living and non-living things, receiving interactive feedback that built early coding logic and science skills, while Year 1 created a Catch Game in Scratch to help a farmer collect fruits and vegetables, developing basic programming and sequencing skills. Year 2 designed a Rain Catcher Game with a worm catching falling food items, enhancing logic and motion control, and Year 3 explored robotics with mBlock, learning to control movement, lights, and sound using sensors that responded to blocked or unblocked conditions. Year 4 used Tinker CAD to design 3D pollinator insects, gaining insights into their environmental roles and

developing spatial thinking, while Year 5 extended Tinker CAD skills by creating fictional rainforest animals with unique adaptations, blending creativity with biology and design thinking. Finally, Year 6 engaged with advanced robotics in mBlock, using ultrasonic and line-following sensors to build robots capable of detecting and navigating obstacles, applying logic and innovation. This engaging and dynamic program has sparked excitement and curiosity across all year levels, providing a fantastic, future-focused way to develop students' STEM skills in a fun and meaningful manner.



### **Canberra Adventure**

On Monday 23rd June, Stage 3 students embarked on an exciting excursion to Canberra, visiting Parliament House and Questacon, in a day filled with learning, discovery, and hands-on experiences that supported their Science and History programs. At Parliament House, students explored the impressive building, deepened their understanding of Australian democracy, visited the House of Representatives and the Senate, watched a live session in progress, and even participated in a role-play debate as members of parliament, bringing their classroom learning to life. In the afternoon, they visited Questacon – The National Science and Technology Centre – where interactive exhibits like the Earthquake House, the Free Fall slide, and various science experiments sparked excitement and curiosity, allowing students to engage with scientific concepts in a fun and meaningful way. The excursion provided a wonderful opportunity for students to connect their learning to the real world, and we are proud of how they represented our school, demonstrating excellent behaviour, respect, and enthusiasm throughout the day.



### Ranger Jamie Tours

This term, Year 3 and 4 have been learning about the local community and first contacts, and their excursion provided opportunities to explore the Indigenous Australians who were here first and understand the importance of country and place. Students traced significant changes and continuities in the local area dating back to early colonial Australia, examined the development and character of the community, and considered the impact of cultural diversity. The excursion also introduced aspects of world history and the movements of peoples, beginning with the history of Aboriginal and Torres Strait Islander peoples and extending to European exploration and colonisation in Australia and globally up to the early 1800s. Students explored the effects of exploration on other societies, how these societies interacted with newcomers, and how these experiences shaped cultural diversity. Stage 2 students also had the opportunity to dress up as convicts and other key historical figures, including Captain James Cook, Captain Arthur Phillip, soldiers, and free settlers, making the learning experience immersive and engaging.



## Student Representative Council

Western Grammar School proudly hosted the Semester 2 SRC Presentation for our Primary students at the beginning of this term. This special event marked the handover of responsibilities from our Semester 1 SRC members to the newly elected Semester 2 representatives. At WGS, we value student voice and leadership, and by operating the SRC on a semester basis, we provide more students with the opportunity to develop important skills such as communication, responsibility, and service. Students are selected through a democratic process involving nominations, speeches, peer voting, and teacher selection based on the school values of Respect, Responsibility, and Resilience. During the ceremony, our Semester 1 SRC members were warmly thanked for their dedication and hard work, and we then welcomed the new Semester 2 SRC members, who were presented with their official badges and leadership contracts outlining their roles and responsibilities. May Allah bless them, grant them success and help them fulfil their responsibilities with excellence, fill their hearts with sincerity and truthfulness, and make them excellent role models for their peers – Ameen. We are excited to see the positive contributions our new SRC leaders will make this semester.



## Islamic Public Speaking

Students from Stage 2 and 3 proudly represented Western Grammar School at the Islamic Public Speaking Competition at Arkana College. Competing against students from over 10 Islamic schools, our participants showcased dedication, confidence, and strong Islamic values. Issa Farooqi (Year 4), Ibrahim Khan (Year 5), and Fatima Norman (Year 6) worked diligently, giving up time at school and home to prepare their speeches. Through peer feedback and structured practice, they developed clarity, confidence, and effective speaking skills. Issa spoke on “Why Good Character Matters in Today’s World,” reflecting on the noble traits of Prophet Muhammad صلى الله عليه وسلم. Ibrahim presented “My Islamic Hero: Lessons for Building Tomorrow,” focusing on Ertugrul’s faith, perseverance, and justice. Fatima delivered “Building Bridges: How Can Young Muslims Be Good Ambassadors of Faith,” highlighting the importance

of respect, knowledge-sharing, and character. All speakers incorporated relevant hadiths from our morning assemblies. They were supported by Ayman Ali, Hakim Alikozay, and Khadija Soltani, who played an important role in their preparation. Despite tough competition, our students performed excellently, with Ibrahim and Fatima delivering note-free speeches. In the impromptu round, Fatima delivered a standout speech on “The Best Thing about My Age,” winning FIRST PLACE in the Year 6 category. Congratulations to all our participants on their courage and achievement; we are proud of how they represented Western Grammar School with honour and heart.



## Year 1 Blaxland Park

This term, our Year 1 students enjoyed an exciting excursion to Blaxland Riverside Park as part of their Geography studies, exploring natural, man-made, and managed environments in a real-world setting. The visit allowed students to bring their classroom learning to life as they identified natural features such as trees, grass, and the river, alongside man-made elements like bridges, pathways, and playground equipment. They also observed how areas managed to remain safe and enjoyable, noticing bins, garden beds, and signage encouraging care for the environment. Beyond the educational value, the day was filled with fun, as students spent time on the playground climbing, sliding, and working together, their smiles reflecting their enjoyment. Overall, the excursion provided a meaningful and memorable experience, helping students deepen their understanding while enjoying the outdoors with their peers.



### Protecting Young Minds Online

In Term 3, we hosted a Parent Workshop on *Online Safety: Protecting Young Minds*, addressing one of the most pressing challenges facing families today—guiding children in a digital world filled with both opportunities and risks. The session emphasised that technology itself is not the enemy, but a powerful tool for learning, creativity, and connection when used with proper guidance and boundaries; without these, it can easily become a distraction or expose children to harmful influences. Parents were reminded that their children are an amanah (trust) from Allah, and that safeguarding their wellbeing is a shared responsibility. The workshop included an engaging Kahoot quiz highlighting the generational gap in digital understanding, as well as discussions on popular social media platforms, exploring both their benefits and potential dangers. The importance of outdoor time was also reinforced, encouraging families to take advantage of longer days and reduced school hours to promote active, healthy lifestyles away from screens. The session concluded with practical strategies, including the use of tools such as Google Family Link and Life360 to support safe online habits, with a final reminder that the goal is not fear, but empowerment—raising children who are safe, resilient, and confident Muslims capable of using technology wisely without being controlled by it.



## Strength in Our Stories

This term, Western Grammar School proudly celebrated National Literacy and Numeracy Week (NLNW) under the theme “Strength in Our Stories: For Now and Future Generations,” with a wide range of engaging activities that showcased the power of storytelling, literacy, and numeracy to connect us across time. In the Primary School, students from Kindergarten to Year 6 participated in in-class spelling competitions leading to a stage-wide Spelling Bee, with winners Omar Badar (Kindergarten), Samaha Khan (Stage 1), Zayd Chandab (Stage 2), and Naeema Gardezy (Stage 3) receiving trophies and prizes. The Book Character Parade brought stories to life as students dressed as their favourite literary characters, with standout costumes awarded canteen vouchers, while each class created and performed original stories based on the theme of strength, earning pizza parties for winning grades. Students also enjoyed immersive storytelling sessions led by Ms. Lida, who read *How to Heal a Broken Wing* to Kindergarten to Year 3, and Ms. Shazia, who shared *The Invisible Boy* with Years 4 to 6, inspiring thoughtful reflections and creative poster work, with selected students receiving Book Fair vouchers. The week also featured Mental Maths challenges, Kahoot quizzes, and a Word Problem Competition, where winners were awarded board games. Overall, NLNW 2025 was a resounding success, leaving students inspired to value the strength in their stories both now and for future generations.



## Year 2 at Auburn Botanical Gardens

Year 2 had a wonderful excursion on Monday, 8th September, to the beautiful Auburn Botanical Gardens, where students were excited to step outside the classroom and immerse themselves

in the natural environment. As they explored the gardens, they observed a wide variety of plants, animals, and habitats, making meaningful connections to their learning in Visual Arts and Geography. The excursion also provided a valuable opportunity to learn about Aboriginal perspectives of the land, including the cultural significance of the gardens, traditional uses of plants, and the importance of caring for the Country. This experience not only deepened students' understanding of the environment but also encouraged them to reflect on their responsibility to respect and protect the land. Overall, it was a memorable day that brought classroom learning to life through hands-on exploration in nature.



## Kidpreneur Challenge

On the 16th of September, our Year 5 and 6 students transformed the playground into a vibrant Kidpreneur Market Day as part of their Term 3 Science and Technology unit, taking part in the Kidpreneur Challenge—a hands-on program that empowers students to create and run their own micro-businesses. The space came alive with stalls offering handmade crafts, delicious treats, arcade games, and creative products, from scented candles and slime to fresh food and gaming zones, showcasing impressive variety and quality. In the lead-up, students worked collaboratively in teams to develop their business ideas, designing logos, testing products, setting prices, and learning money management while building key skills in communication, collaboration, and critical thinking. Standout highlights included Year 6's Oh So Sweet, Sentyfy, The Little Crumble, Gametastic arcade room, Sugar & Soul Co. bath bombs, and Sweet Treats Bouquets, alongside Year 5's Delicious Bros Middle Eastern food, Crystal Dreams stationery, Cherry Blossom perfumes, and The Poke Stop gaming arcade. The event was a tremendous success thanks to the support of our school community, with all profits contributing towards the Year 6 Graduation. Congratulations to our young entrepreneurs for their creativity, dedication, and teamwork—Market Day was not only an enjoyable event but also a meaningful learning experience that helped prepare students for life beyond the classroom.



## High School Events

### Celebrating the 2024 HSC Graduates

On February 14th, 2025 Western Grammar School proudly hosted its annual HSC Graduates Forum, a special event dedicated to celebrating the outstanding achievements of the 2024 graduating class. The forum provided graduates with an opportunity to reflect on their hard work and dedication, as they engaged in an informal discussion and enjoyed morning tea in their honour. During the event, graduates were offered valuable advice from two key speakers; Sheikh Abdullah Hakeem, the Head of Islamic Affairs and Mr Zulqarnan Malik, the Deputy Principal, shared insightful words that highlighted the importance of maintaining core values as the graduates' transition to the next phase of their lives. Their messages centred on the themes of resilience, integrity, and the pursuit of excellence—both academically and personally. As a further recognition of their exceptional accomplishments, graduates who achieved higher bands in their HSC exams were presented with monetary awards, a token of appreciation from the school. This gesture not only honours their individual efforts but also serves as an inspiration for future students to aim for excellence. Congratulations to all of our graduates! We are incredibly proud of your achievements and look forward to seeing what you will accomplish in the future!



### **ISD - Exciting Year of Sport**

The 2025 sporting season at WGS is off to a fantastic start, with our students showing incredible skill, determination, and team spirit in basketball and touch football! Our Basketball Opens teams hit the courts first, competing in a tough and exciting competition. The students put in countless hours of practice, and their hard work truly paid off. They represented WGS with pride, playing with passion and teamwork. Their dedication was evident in every game, and they were proud of their efforts. Well done to all involved! Next up was our touch football competition, where WGS had an outstanding presence across all four divisions—15s Girls, 15s Boys, Opens Girls, and Opens Boys. Each team gave it their all, displaying impressive speed, strategy, and teamwork. Our teams secured some great wins throughout the competition, making the school proud with their efforts on the field. With such a strong start to the year, we want to keep the momentum going! We encourage students to get involved in future sporting events by expressing their interest early. Sport at WGS is about more than just competition—it's about teamwork, discipline, and making lifelong memories. We also want to extend an appeal to parents and local businesses to support our athletes through sponsorships. Contributions help provide essential resources such as uniforms, training equipment, and transportation—giving our students the best possible chance to succeed. If you're interested in supporting WGS sports, please get in touch.



## Careers Day

On the 22nd of May, Western Grammar School, in partnership with 5 Before 5, proudly hosted its annual Careers Day, an inspiring event aimed at equipping senior students with the knowledge, clarity, and motivation to confidently plan their future careers. The day featured over 20 professionals from diverse industries, including healthcare, engineering, education, law, IT, entrepreneurship, and business, who shared their career journeys, introduced their fields, and offered one-on-one mentoring to students from Years 10, 11, and 12. Year 12 students attended tailored workshops on early offer schemes and UAC applications, gaining step-by-step guidance on tertiary pathways and competitive applications. The event concluded with a seminar for students and parents titled “Navigating Your Career Pathway,” highlighting the importance of aligning interests with long-term goals, as well as flexibility, resilience, and lifelong learning. Careers Day was a day of inspiration and empowerment, providing students with valuable insights, connections, and confidence to take their first steps toward their future, and we sincerely thank all professionals, staff, and parents who made the day a success.



## Taronga Zoo Excursion

On Thursday, 3rd April 2025, Year 12 Business Studies students enjoyed a memorable excursion to Taronga Zoo, blending hands-on learning with stunning Sydney Harbour views and plenty of fun. The day began with an early meet-up at the local train station, followed by a city train ride and a ferry trip from Circular Quay, with the Opera House and Harbour Bridge providing an unforgettable backdrop. Arriving at the zoo by boat added to the excitement, and students explored the exhibits, encountering elephants, giraffes, lions, and playful chimpanzees, while enjoying sunshine, laughter, and plenty of walking. Alongside the exploration, students participated in a business-focused session on SWOT analysis, applying classroom theory to Taronga Zoo by examining its strengths, weaknesses, opportunities, and threats. After a final visit to the zoo shop and one last look at the harbour, the group returned by ferry, tired but happy. The excursion offered the perfect mix of education and enjoyment, giving students a fresh perspective on business while creating lasting memories—an outing Year 12 will never forget, and a blessing we hope Allah grants us many more of.

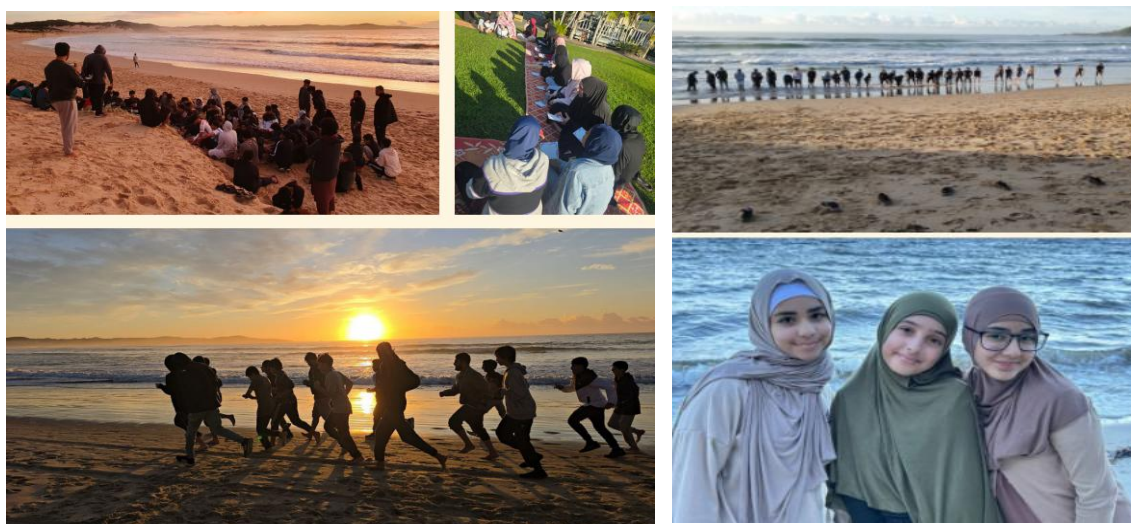


## High School Camp

From Wednesday 9th April to Friday 11th April, our high school students from Years 7 to 12 enjoyed an enriching and unforgettable experience at the annual school camp in the scenic coastal region of Nelson Bay. The girls were based at Soldiers Point and the boys at One Mile Beach, approximately 12 km apart, ensuring full supervision and adherence to Islamic guidelines. Under the guidance of dedicated male and female staff, students experienced a safe and structured environment designed to promote personal growth, learning, and Islamic values. The theme of the 2025 camp, “Cleanliness is Half of Faith,” was embraced fully, with students taking responsibility for tidying cabins, washing dishes, making beds, and maintaining shared spaces—a practical reminder of the importance of hygiene in Islam. Beyond cleanliness, students developed essential life skills through activities like cooking, cleaning, budgeting, and

fishing, while learning teamwork, time management, and responsible decision-making. Each day also featured outdoor adventures such as beach sports, nature hikes, campfire games, and open-air meals, alongside daily Islamic reminders that connected faith to everyday life. The camp fostered independence, leadership, and stronger bonds with peers, while reinforcing social and spiritual growth. We are proud of our students for their enthusiasm, effort, and commitment to the camp's values, making this year's experience one to remember for its lessons in faith, responsibility, and cleanliness. Until next year, Insha'Allah!

### Exploring the Museum of Human Disease



Our Year 12 Biology and PDHPE students embarked on a fascinating and educational excursion to the Museum of Human Disease at the University of New South Wales, providing an enriching extension to their classroom learning with firsthand insight into the complex world of human health and disease. Throughout the day, students viewed a wide range of preserved specimens, including diseased organs, hair samples, and historical medical technologies, which allowed them to see the real-life effects of various conditions and deepen their understanding of disease progression and the importance of medical research. In addition to exploring the museum displays, students participated in informative seminars on both infectious and non-infectious diseases, covering topics such as transmission, prevention, public health responses, and the development of treatments and vaccines, delivered by medical and health professionals who gave them the chance to hear directly from experts in the field. The excursion was an eye-opening experience, sparking curiosity and prompting thoughtful discussions about the ethical, social, and scientific dimensions of disease, and all students had an amazing time.



## ISD Soccer

This term, Western Grammar School proudly participated in the ISD Soccer Carnival, entering four teams across the 15s and Opens divisions. The event brought together schools from across the district for a competitive and spirited day of soccer, and our students represented WGS with pride, determination, and teamwork. Each team faced tough opponents in the pool stages, playing hard-fought matches with plenty of close results. While none progressed to the semi-finals, they earned bonus games thanks to strong performances during their pool matches, reflecting their commitment and sportsmanship throughout the day. A standout performance came from the Boys 15s team, who showed impressive resilience and teamwork, finishing with two draws and one win—a fantastic result highlighting their effort and discipline on the field. Across the board, all WGS teams displayed positive attitudes, great sportsmanship, and growing technical skill, continually pushing themselves and supporting one another in defence, midfield coordination, and striking opportunities. The day was not only about competition but also about growth and team spirit, with many players forming new friendships, gaining valuable experience, and leaving with a stronger understanding of the game and their own capabilities. A big thank you goes to our coaches, staff, and supporters for making the day run smoothly, and special thanks to the ISD organisers for providing our students the opportunity to compete at such a high level.



## One Path, One Ummah

This term, Year 10 embarked on an exciting trip to One Path Network, a leading-edge production studio that brings the Muslim voice into the spotlight by producing content centred on Islamic ideas. In History, Year 10 has been studying 'Rights and Freedoms,' focusing on Islamic concepts such as justice and equity, and One Path Network linked perfectly to this theme by showing how young Muslim students can use their unique voices to speak out against oppression. Students worked in small groups to create original scripts based on issues they

wanted to address and then experienced film production firsthand, with some students operating camera equipment and directing short videos. Jasmine from Year 10 described the experience as a “fun and exciting way to learn about how Muslims can use platforms like social media to make a difference.” The day also included inspiring workshops, from exploring the significance of Hajj through A.I. technology to a private guided tour of the One Path Network facility. The excursion concluded in the studio auditorium, where students watched the final compilation of their scripts and videos, experiencing the magic of their own filmmaking and expressing interest in future work experience opportunities at One Path Network. Overall, the trip was a stimulating way to connect classroom learning to real-life experiences, and we thank One Path Network for welcoming Western Grammar students into the wonder of storytelling.



### **SRC Visit Disability Centre**

On Wednesday, 20th August, our High School Student Representative Council members from Years 9–12 had the privilege of visiting My Home Disability Services Centre as part of our ongoing support for their incredible work in advancing the development, care, and well-being of individuals with intellectual disabilities. This visit also gave our students insight into ways they can serve the community, regardless of the paths they may be planning for. The visit began with a warm welcome from the centre’s Director, Maha, who shared valuable insights into the centre’s history, mission, programs, and the life-changing impact of community support and engagement. Our students participated in a range of activities alongside the centre’s clients, fostering connection, understanding, and mutual respect. Following the activities, everyone came together to share a delicious lunch sponsored by WGS and served by our students, giving them an opportunity to further interact with the clients and staff in a relaxed and friendly

setting. The visit left our SRC members inspired, with a deeper appreciation of the importance of inclusion, compassion, and active citizenship. We had the added benefit of sharing the visit and engaging with staff and young learners from Arkana College, who generously provided waffles and ice cream for all. We are proud of our students for representing Western Grammar School with kindness and enthusiasm, and we look forward to continuing our partnership with My Home Disability Services Centre to make a positive difference in our community.



## Subject Selection

On Tuesday, 19th August, Western Grammar School proudly hosted its annual Year 10 Subject Selection Expo in partnership with 5 Before 5 Solutions, an event designed to support students and families in making informed decisions about their HSC senior studies. The Expo created an engaging environment where teachers, parents, and students explored each subject through creative and interactive stalls, featuring everything from Science experiments and Maths problem-solving challenges to thought-provoking History discussions and insights into Business Studies. Teachers were available to answer questions honestly, helping students consider the opportunities and challenges of each subject, while parents could explore options alongside their children to ensure decisions reflected both interests and future goals. More than just an information session, the Expo celebrated learning and future pathways, leaving students inspired, clearer about their choices, and motivated to build strong foundations for their senior years and beyond, Insha'Allah.



## Treetop Adventure

Our Year 9 students embarked on an adventure at the Treetop Adventure in Western Sydney Parklands, embracing a day full of challenge, courage, and teamwork. Despite occasional uncertain weather, students tackled obstacles that tested both body and mind, including rope crossings, balance challenges, and high climbs, culminating in the exhilaration of long-distance zip lines. While some moments were daunting—hesitating at heights or struggling with balance—the outstanding peer support and encouragement made the difference, showcasing remarkable teamwork and resilience. Every student completed the course, leaving with a strong sense of pride and accomplishment, physically tired yet uplifted by their achievement. It was a memorable day of growth, confidence-building, and unity that Year 9 will carry with them for years to come.



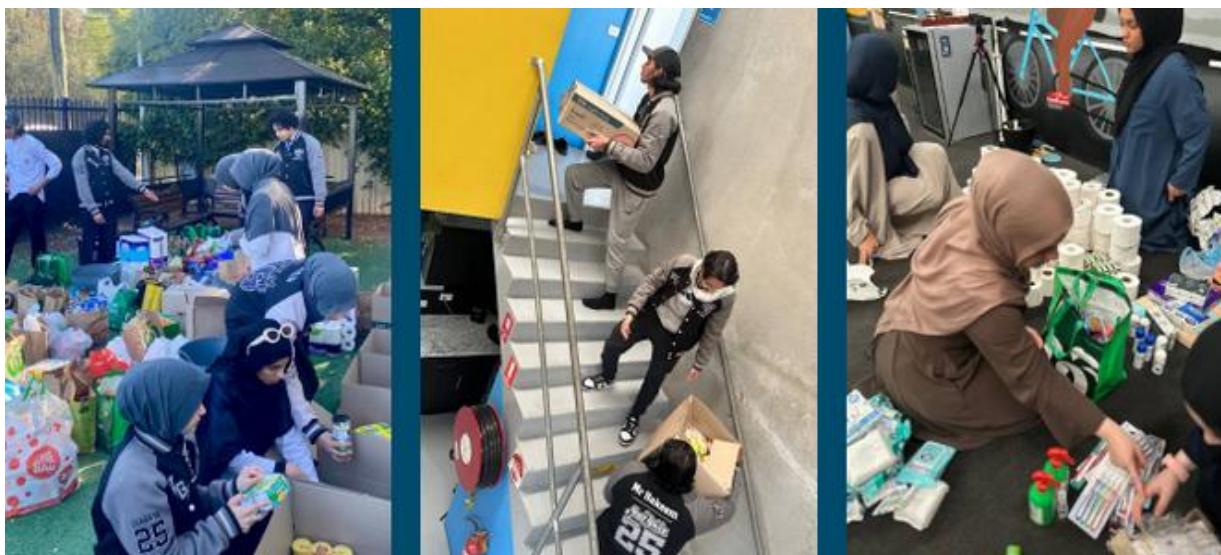
### **WGS Shines at ISD Athletics**

This term, Western Grammar School proudly competed in the ISD Athletics Carnival, and it was truly an incredible day. From the outset, our students demonstrated determination and excellence, with Yusuf Jaradat setting the tone through a brilliant victory in the 1500m, showcasing grit, focus, and perseverance. The momentum continued as our athletes competed strongly across all track and field events, with the support and encouragement they showed one another standing out as a true reflection of WGS spirit. Every race, jump, and throw provided an opportunity to shine, and our students rose to the occasion, displaying both skill and resilience. Each achievement reflected dedication and hard work, while the way students uplifted one another during challenging moments ensured that everyone finished with pride. We are proud to celebrate the outstanding results: Yusuf Jaradat placed 1st in the 1500m, 400m, and 800m, and 2nd in Long Jump; Zain Bhamji achieved 1st in the 100m and 200m; Hadi Khan secured 1st in Long Jump and 2nd in the 200m; Nadeen Hamze placed 3rd in Javelin, Shot Put, and Discus; Firaaz Ali earned 2nd in Javelin and 3rd in Discus; Eesa Malik achieved 1st in Long Jump and 2nd in High Jump; Maryam Ashraf placed 2nd in both the 100m and 200m; Mustafa Malik secured 1st in High Jump; Jana El Ali and Ismail Abdullah both placed 2nd in Javelin; and the Boys Junior Relay Team proudly took 1st place. Congratulations to all our competitors for representing WGS with excellence in both performance and character, and we thank Allah for blessing us with a safe and successful day as we look forward to even greater achievements ahead.



## Year 12 Homeless Outreach Program

On the 20th of September, our Year 12 students participated in a truly memorable Homeless Outreach Program in partnership with Brothers in Need, an experience that embodied teamwork, service, gratitude, and meaningful bonding. The evening began at the Brothers in Need Centre in Punchbowl, where students worked collaboratively to sort and pack food, care items, and Project Quran packs, successfully preparing 260 packs for those in need—an effort that highlighted both cooperation and appreciation for our blessings. After salaah and sharing dinner together, the group travelled to Martin Place, where students personally distributed meals and engaged in heartfelt conversations, gaining a deeper understanding of compassion and community service. The experience concluded with a well-deserved bonding trip to Milsons Point, where students and staff enjoyed a spectacular fireworks display, providing a beautiful end to a day filled with giving, reflection, and joy. This program not only supported those in need but also strengthened the unity within our school community, and we extend our sincere thanks to the Year 12 students for their dedication and to the families who generously contributed—may Allah SWT accept it from everyone involved and reward them abundantly, Ameen.



## Combined Events

### In the Library

Term 1 has started, and we are enjoying our holy month of Ramadan. 2025 is a milestone year for us as we celebrate library events. This term, the library was a hub of activity, hosting a range of events that brought together students and staff. We started the Premier Reading Challenge, an initiative that not only enhances literacy skills but also fosters mentorship and deeper connections within our school community. Additionally, the library experienced a significant increase in book checkouts this term, reflecting the rising passion for reading among our students. This term, our school and library also took part in Book Week, celebrating the joys of reading for pleasure with classroom activities, competitions, storytelling sessions, and the popular school book parade. Book Week activities included reading, storytelling, crafts, and listening to audiobooks, all aimed at encouraging a love of reading and building literacy skills. Reading for pleasure has a range of benefits for children, enhancing literacy skills and having a positive direct effect on academics, motivation, and achievement in later childhood and adolescence. Research shows that 74% of children agree that reading helps them understand the world better, and 86% of children aged 6–17 enjoy being read to at home, mainly because it creates special time with parents. Families are encouraged to support reading at home by reading books together, listening to audiobooks, using books as writing prompts, and exploring stories through storytelling. Thank you for your ongoing support of our library—together, we are nurturing a space where imagination and learning flourish.



## Celebrating Eid

Anas ibn Malik reported: The Messenger of Allah صلى الله عليه وسلم arrived in Medina during two days which they were celebrating. The Prophet said, “What are these two days?” They said, “We would celebrate these two days in the time of ignorance.” The Prophet said, “Verily, Allah has replaced these two days with two better days: Eid al-Adha and Eid al-Fitr.” (Sunan Abu Dawud). In Islam, we are blessed with two special celebrations, Eid Ul Fitr and Eid al Adha, both rich in spiritual meaning and communal joy. Allah has granted these two Eids as sufficient for the believers, not merely as festive occasions but as opportunities to reconnect with faith, reflect on His blessings, and express sincere gratitude. Eid al Fitr marks the end of Ramadan, a month of fasting, discipline, and spiritual growth, reminding us to thank Allah for the strength to complete our عبادات and to cherish unity, forgiveness, and generosity through practices like Zakat al Fitr and the communal prayer. Eid al Adha, the greater Eid, commemorates the devotion of Prophet Ibrahim (A.S.) and his willingness to sacrifice for Allah, teaching us the values of obedience, trust, and selflessness, especially through the act of Qurbani and caring for those in need. Together, these blessed days remind us that Eid is not only a celebration, but a reflection of our identity as Muslims—grounded in devotion, compassion, and unity—and a time to seek Allah’s acceptance and lasting joy in our hearts.



## Sun Safety

Sun Awareness Week was an exciting and educational event aimed at teaching students the importance of protecting themselves from the sun's harmful rays. With Australia's high UV levels, it is essential that students understand the need for wearing hats, applying sunscreen, and staying in the shade during peak hours. Throughout the week, students participated in discussions and activities that reinforced these key sun-smart habits, ensuring they are prepared to stay safe in the sun and incorporate these safety techniques in their daily routine. Teachers emphasised the significance of these habits, linking them to Islamic teachings on self-care and looking after one's health. The highlight of the week was the Crazy Hat Parade, a fun-filled event where students showcased their creativity by designing and wearing unique hats. From oversized sun hats to colourful, themed creations, students and parents went above and beyond to express their artistic flair while reinforcing the message that sun protection can be fun! Some hats featured creative natural designs, while others incorporated clever sun-safe elements like built-in umbrellas and extra-wide brims. Teachers and staff also got involved, wearing their own creative hats and encouraging students to take sun safety seriously, both at school and in their everyday lives. The day featured special awards recognising students for the most creative, funniest, and most sun-smart hats and an ice block party for the class with the highest participation rate. Congratulations to Kindergarten! By the end of the week, students walked away with a deeper awareness of why sun protection is crucial, especially in Australia's climate. Sun Safety Week was a fantastic opportunity to blend education with creativity, ensuring that students remember to take care of themselves while enjoying the outdoors. At WGS, we continue to emphasise the importance of health and wellbeing, and Sun Safety Week was a shining example of how learning can be engaging and enjoyable. Stay sun-safe, stay covered, and enjoy the sunshine responsibly!



## Harmony Day

This year, students celebrated Harmony Week with a variety of activities that highlighted diversity, respect, and unity within our school community. Rooted in both Australian multicultural values and Islamic teachings, the week offered a meaningful opportunity to reflect on how our differences enrich our lives and how we can live together harmoniously. The celebrations were made even more special as Harmony Week coincided with the blessed month of Ramadan, reinforcing the shared values of compassion, generosity, and community. Throughout the week, students participated in storytelling, craft activities, learning greetings in different languages, and thoughtful discussions on inclusion, identity, and the importance of combating racism. Islamic perspectives were integrated through Qur’anic verses and Hadiths during assemblies, emphasizing peaceful coexistence and respect for all. On Friday, the school community celebrated Harmony Day with a vibrant display of cultural attire, sparking meaningful conversations and a deeper appreciation of each other’s heritage. More than just a celebration, Harmony Week at WGS served as a reminder of the values we strive to uphold—respect, inclusion, understanding, and unity—which are not only central to Australian society but also deeply rooted in Islam, as reflected in the verse:

“O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another.” (Surah Al-Hujurat 49:13)

May the spirit of Harmony Week, enriched by the values of Ramadan, continue to inspire our school community to live with compassion, respect, and unity throughout the year.

## Bullying No Way!

This week, our school proudly participated in the Bullying, No Way! National Week of Action, focusing on raising awareness about bullying and promoting a culture of respect, empathy, and safety for everyone. We began with interactive anti-bullying workshops for all students,

exploring different types of bullying—physical, verbal, social, and cyber—and strategies to stand up for what is right. Students were encouraged to BE BOLD, BE KIND, and SPEAK UP by recognising harmful behaviours and seeking help when needed. Both primary and high school students took part in a range of meaningful activities and discussions throughout the week. Primary students engaged in kindness challenges, recording positive actions, and enjoyed workshops aimed at replacing negative behaviours with respectful ones. In addition, our Year 5–6 and high school students participated in AFP-led Anti-Bullying and Cyber Safety sessions, where Youth Liaison Officers highlighted safe online practices, the impact of digital footprints, responding to cyberbullying, respectful relationships, social media responsibility, and how to report unsafe behaviour. As Muslims, we are reminded by the Prophet Muhammad صلى الله عليه وسلم, who said: “A Muslim is the one from whose tongue and hand other Muslims are safe” (Sahih al-Bukhari & Sahih Muslim). This hadith guides us to ensure our words and actions never cause harm to others. As a school, we remain committed to a bully-free environment, ensuring our community continues to be a safe, supportive, and happy place for all students and staff.



## Athletics Carnival

Alhamdulillah, our 2025 Athletics Carnival was an incredible success, blessed with perfect weather—clear skies and cool temperatures—and an amazing turnout from students, staff, and parents. The day kicked off with an exciting start as the boys’ 100m sprint set the tone for a full day of competition, while our youngest K–2 students enjoyed sprints, sack races, and the ever-popular egg-and-spoon race. A special moment was coming together for Jummah prayer on the track, followed by the crowd-favourite chanting competition, won in style by the Green Bears. The afternoon culminated in the thrilling relays, with everyone cheering enthusiastically, and the final results saw the Blue Wolves in 4th, Red Lions in 3rd, Green Bears in 2nd, and, for the first time ever, the Yellow Eagles claiming 1st place thanks to their remarkable participation and effort throughout the day. A heartfelt thank you goes to all students, staff, and parents for making the carnival a success, and above all, gratitude to Allah for blessing us with such a wonderful event.



## School Library

The school library continues to be the heart of our learning community, supporting students both academically and creatively, and this term has been filled with exciting opportunities and meaningful events that highlight its vital role. Our annual Book Fair was a great success despite some challenges, with students eagerly exploring new titles and many discovering books that will inspire a lifelong love of reading; although parents were unable to attend the character parade this year, the enthusiasm of our students brought joy and energy to the space, and due to the positive response, the Book Fair was extended for an additional week. Alongside fostering a love of reading, the library has also been instrumental in preparing students for upcoming PAT and NAPLAN assessments by providing access to valuable resources, quiet study areas, practice materials, online literacy and numeracy tools, and study guides, with teachers and library staff available to support students in using them effectively. While academic preparation is important, students are also encouraged to balance their studies with reading for pleasure, recognising the benefits it brings to both comprehension and wellbeing. The library will continue to offer engaging activities throughout the year, including reading challenges and research workshops, ensuring it remains a welcoming space where students feel supported, inspired, and connected to the joy of learning.



## Parent Satisfaction and Feedback

At Western Grammar School, we deeply value parent's feedback as a vital tool for enhancing our educational standards and improving student outcomes. Western Grammar School values the strong partnership between the School and its families, recognising that parental engagement is fundamental to student success. Throughout 2025, parents continued to express appreciation for the School's commitment to academic excellence, student wellbeing, and the provision of a safe, inclusive, and supportive learning environment. Feedback received during the year reflected high levels of satisfaction with the quality of teaching, pastoral care, communication, and the ongoing improvements to the School's facilities and educational programs.

To ensure effective and consistent communication, the School made extensive use of a variety of platforms, including newsletters, administrative notices, student diaries, emails, SMS, Facebook, and the Skool Loop app. These communication channels provided parents with timely updates on school events, student achievements, curriculum initiatives, important notices, and key performance indicators, enabling families to remain actively involved in their children's education.

The School continued to encourage open communication by welcoming parent feedback through meetings, interviews, surveys, and regular correspondence. Suggestions and feedback received from parents were carefully considered and, where appropriate, incorporated into the School's planning and continuous improvement processes. This collaborative approach has strengthened the relationship between the School and its community and has contributed positively to student learning and wellbeing.

The School Board and Management sincerely acknowledge and appreciate the unwavering support of our parents, staff, and the wider community throughout 2025. Their continued

partnership, trust, and commitment have played a vital role in fostering a positive, inclusive, and thriving learning environment. Western Grammar School remains committed to working collaboratively with families to provide the highest standard of education and care for every student.

### **Western Grammar Staff standards and Rate of Retention**

In 2025, Western Grammar School continued to maintain a strong staff retention rate, reflecting the positive, supportive, and professional working environment fostered across the School. This stability has contributed significantly to the continuity of teaching and learning, enabling staff to build strong relationships with students and families while supporting the School's pursuit of academic excellence and continuous improvement.

WGS employs a highly qualified and dedicated team of educators accredited by NESA to deliver the Australian Curriculum. The majority of teaching staff hold Australian teaching qualifications, with many bringing extensive classroom experience and demonstrated expertise in curriculum delivery. Ongoing professional learning remained a key priority throughout 2025, ensuring teachers continued to strengthen their instructional practices and remain current with educational developments, curriculum requirements, and the responsible integration of digital technologies and artificial intelligence into teaching and learning.

The School is committed to fostering a collaborative and supportive workplace where staff are valued, respected, and encouraged to grow professionally. Senior leadership maintains an open-door approach, promoting transparent communication, mentoring, and ongoing support to ensure staff wellbeing, professional satisfaction, and high standards of teaching practice.

The continued dedication and commitment of the School's leadership team, teachers, and support staff have been instrumental in Western Grammar School's growth and success throughout 2025. Many staff members have served the School for several years, providing stability, experience, and a shared commitment to delivering a high-quality education and nurturing a positive learning environment for every student.

### **Educational Environment**

The educational environment at Western Grammar School continues to foster strong academic growth by providing a safe, inclusive, and engaging learning atmosphere. Student wellbeing remains a priority, with bullying, discrimination, and inappropriate behaviour addressed promptly through the School's comprehensive welfare and behaviour management policies. This supportive environment enables students to develop confidence, resilience, and the skills required to achieve their academic potential.

Western Grammar School maintains high expectations for teaching and learning through rigorous educational standards and contemporary instructional practices aligned with the

Australian Curriculum. During 2025, staff participated in ongoing professional learning to strengthen their teaching expertise, leadership capabilities, and the effective integration of digital technologies into the classroom. The Heads of Primary and Secondary worked collaboratively with teachers to ensure consistent curriculum delivery, while new literacy resources further enhanced learning outcomes for students in the primary years.

A collaborative and respectful partnership between staff and students underpins the School's positive learning culture. Teaching programs are responsive to the diverse needs of learners, encouraging students to become independent, adaptable, and lifelong learners. Through continuous review of educational research, assessment data, and best practice, Western Grammar School remains committed to delivering high-quality educational experiences that prepare students for future success.

Western Grammar School continues to pursue its vision of becoming a leading independent school within the local community. Supported by dedicated staff, strong leadership, and a culture of continuous improvement, the School provides a dynamic and future-focused learning environment that consistently promotes student achievement, personal growth, and educational excellence.

## **Student Special Needs**

Western Grammar School is committed to providing an inclusive learning environment that supports students with diverse learning needs. Through its dedicated Learning Support Department, the School provides targeted assistance for students with mild to moderate learning difficulties, including ADHD, Autism, speech difficulties and other identified learning needs. While WGS is not a specialist school for students with high or complex support needs, it delivers differentiated learning in accordance with the NSW Curriculum, the Australian Curriculum, and relevant NESA requirements.

The Learning Support Department works collaboratively with teachers, parents, and external specialists to develop and implement Individual Learning Plans (ILPs) and appropriate classroom adjustments. Targeted intervention programs in literacy, numeracy, and personal and social capability provide additional support for students requiring assistance, while extension opportunities are available for students who demonstrate high achievement. This collaborative approach ensures that all students are supported to achieve their individual learning goals within an inclusive classroom environment.

Throughout 2025, the School further strengthened its learning support services by refining intervention programs, enhancing student monitoring processes, and increasing in-class support where required. Ongoing assessment and personalised learning strategies enabled students to make meaningful academic and personal progress while fostering confidence, independence, and active participation in school life. Western Grammar School remains committed to providing equitable learning opportunities that empower every student to achieve their full potential.

## Staff Training & Professional Development - 2025

Professional Development (PD) plays a vital role in enhancing the quality of teaching and learning within schools. Through ongoing training and learning opportunities, staff members are able to update their knowledge, develop new teaching strategies, and remain informed about current educational trends and curriculum requirements.

Effective PD contributes to improved student outcomes by equipping teachers with evidence-based practices that enhance classroom instruction and student engagement. It also strengthens staff confidence, promotes consistency in teaching and behaviour management practices, and supports compliance with educational standards and policies.

Professional development fosters a culture of continuous improvement, collaboration, and reflective practice among staff. It encourages the sharing of expertise, strengthens leadership capacity, and assists schools in responding effectively to the diverse learning needs of students.

Furthermore, it improves employee morale, job satisfaction, and staff retention, as teachers feel valued and supported in their professional growth. Ultimately, a strong professional development program contributes to the overall effectiveness, innovation, and success of the school. In 2025, a comprehensive program of professional learning initiatives was implemented at WGS which aligned with NESA requirements to ensure continued compliance and excellence in teaching practice.

Throughout the year, the school facilitated a wide range of internal and external professional development opportunities, significantly enhancing staff capabilities. Formal professional development sessions spanned five dedicated days, supplemented by regular meetings and in-house professional development workshops led by senior staff.

In addition to teaching staff, Western Grammar School also places importance on the training and development of its Board members. Focused governance training was provided to enable Board members to effectively oversee school operations and respond to the evolving needs of both staff and students.

Find below the 2025 Professional Development provided by external professionals:

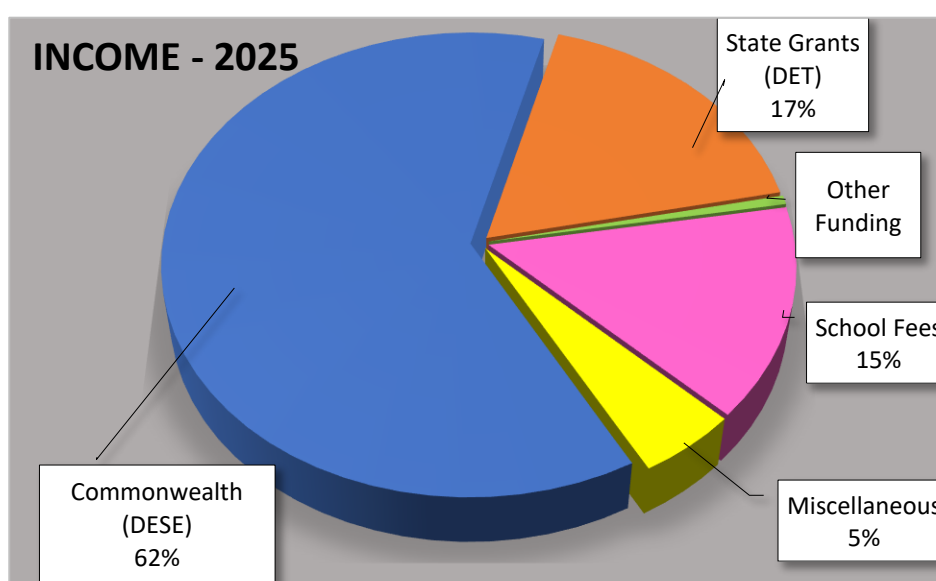
| WGS Schedule of Staff Professional Development and Training Sessions - 2025 |           |                                                                                                   |                                         |
|-----------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------|-----------------------------------------|
| No                                                                          | Date      | Important Topics                                                                                  | Presented By                            |
| 1                                                                           | 28-Jan-25 | Child Protection Training                                                                         | AIS- Ana Kosi                           |
| 2                                                                           | 28-Jan-25 | WGS Vision and Future, Working & Educational Environment                                          | Principal                               |
| 3                                                                           | 27-Feb-25 | New Stage 6 Standard and Advanced                                                                 | PD4MATHS PTY LTD, Club Burwood RSL,     |
| 4                                                                           | 27-Feb-25 | Feedback on assessments                                                                           | AISNSW                                  |
| 5                                                                           | 7-Mar-25  | Am I Ready for Experienced Teacher Accreditation? Self-paced Learning Experience                  | AISNSW                                  |
| 6                                                                           | 7-Mar-25  | Planning and Programming with the new Creative Arts K-6 syllabus - Self-Paced Learning Experience | AISNSW                                  |
| 7                                                                           | 11-Mar-25 | Using Mathspace Platform(ZOOM)                                                                    | Mathspace                               |
| 8                                                                           | 25-Mar-25 | Online PD on Maximising the Impact of Classroom Observations                                      | Professional Learning Institute         |
| 9                                                                           | 13-May-25 | English Advanced: New Texts for HSC Webinar- Rayna                                                | AISNSW                                  |
| 10                                                                          | 14-May-25 | Classroom Observation Skills workshop- Online Shakir                                              | Professional Learning Institute         |
| 11                                                                          | 19-May-25 | English Standard: New Texts for HSC Webinar                                                       | AISNSW                                  |
| 12                                                                          | 6-Jun-25  | Leading the implementation of the HSIE K-6 syllabus- Faten                                        | AISNSW                                  |
| 13                                                                          | 23-Jun-25 | Planning and Programming with the Science and Technology K-6 Syllabus                             | AISNSW                                  |
| 14                                                                          | 22-Aug-25 | Cracking the hard class - Secondary- Aiman                                                        | Waterview Convention Centre, Homebush   |
| 15                                                                          | 25-Aug-25 | Understanding Data Analysis(Online)                                                               | ANSTO                                   |
| 16                                                                          | 26-Aug-25 | Running Desmos Activities in Stage 5- Waseem Ahmad                                                | Mathematical Association of NSW (MANSW) |
| 17                                                                          | 27-Aug-25 | Unpacking the NEW PDHPE 7 to 10, Syllabus- Planning and Programming- Self Paced                   | AISNSW                                  |
| 18                                                                          | 29-Aug-25 | Navigating the New PDHPE K-6 Syllabus: Planning and Programming                                   | AISNSW                                  |
| 19                                                                          | 10-Sep-25 | Lecturer and Seminar on the Quran and Bible- Maalika Jacobs                                       | Macquarie University                    |
| 20                                                                          | 12-Sep-25 | Planning and Programming with the new HSIE K-6 Syllabus                                           | AISNSW                                  |

## Financial Summary of 2024

In 2025, WGS maintained a strong financial position through careful financial management and a diversified income base comprising Commonwealth and State Government funding, tuition fees, and other operating revenue. The School continued to invest strategically in educational resources, staff, student wellbeing, and the ongoing development of its campus and facilities. While employee-related and operating expenses increased in line with the School's growth and expanding educational services, careful financial planning ensured the School remained financially viable. WGS continues to uphold its commitment to delivering high-quality education while maintaining sound governance, fiscal responsibility, and long-term financial sustainability.

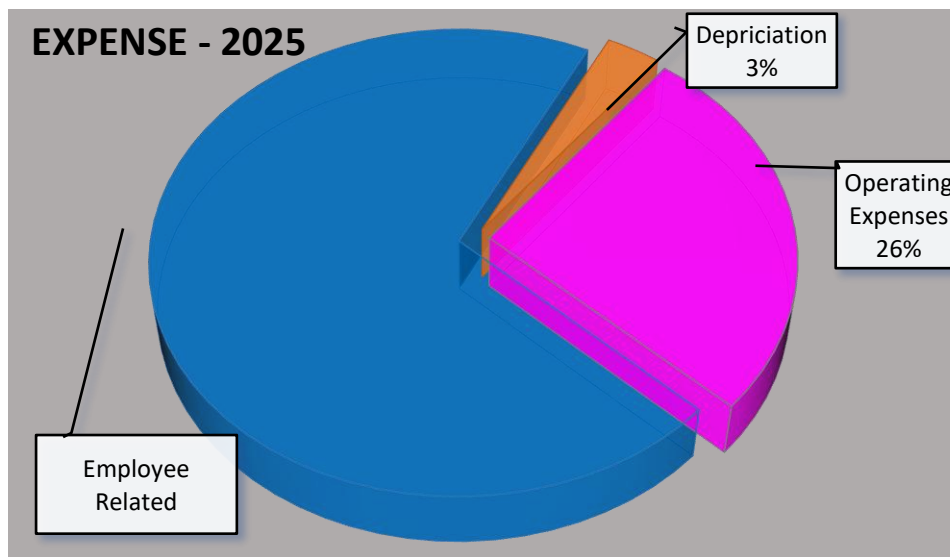
**Income:** In 2025, the school recorded a significant increase in revenue, attributed to effective financial planning and a rise in student enrolments. The main sources of income comprised Commonwealth Government Grants (62%), State Government Grants (17%), tuition fees and other sources (5%), and Capital Grants (1%).

Below is the graph depicting WGS income for 2025.



**Expenditures:** The below graph illustrates the expenditure breakdown for the year 2025: 71% is allocated to employee-related expenses, covering salaries and benefits. Operating expenditures, comprising 26%, include costs such as building and equipment rental, repair and maintenance, office supplies, technology, teaching resources, curriculum development, security and student-related expenses. The remaining 3% is for depreciation.

Below is the graph depicting WGS Expenses for 2025.



## Conclusion

Throughout 2025, Western Grammar School continued to build on its tradition of excellence, achieving strong outcomes across academic, pastoral, and co-curricular programs. The School celebrated a number of significant events throughout the year, including academic award ceremonies, cultural celebrations, athletics carnivals, excursions, community engagement initiatives, and the Year 12 Graduation, all of which contributed to a vibrant and inclusive school culture. School operations remained well coordinated, providing students with a safe, engaging, and supportive environment that promotes both academic achievement and personal development.

WGS remained fully compliant with NESA requirements. Continued improvements in student learning outcomes, the expansion of educational programs, and sustained enrolment growth reflect the School's commitment to delivering high-quality education and meeting the evolving needs of its community.

A major focus throughout 2025 was the continued implementation of the WGS Master Plan. The underground parking facility was substantially completed, with final compliance requirements progressing towards occupancy, while construction of Stage 5, incorporating additional classrooms and a multipurpose hall, advanced significantly during the year. These purpose-built facilities will expand the School's capacity, enhance teaching and learning spaces, and support future enrolment growth while providing modern educational environments for students and staff.

Looking ahead, the School Board remains committed to its long-term strategic vision, with ongoing investment in infrastructure, educational innovation, and student wellbeing. Through responsible financial management, strong governance, and a commitment to continuous improvement, Western Grammar School is well positioned to continue providing outstanding educational opportunities and serving as a leading independent school within the local community.



***“Excellence Through Learning”***

***Our mission is to “provide quality education in a caring environment producing ethical, resilient, life-long learners”.***

**WGS (Western Grammar School)**

**Work   -   Grow   -   Succeed**

**“Our vision is to be an exceptional Australian educational institute based on Islamic teachings”.**

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