



SIDRAH GARDENS SCHOOL

2022 Annual Report

Reimagining the Schooling Experience

ACKNOWLEDGEMENTS

Sidrah Gardens Australia respectfully acknowledges the Wurundjeri people as the Traditional Custodians of the land on which our school stands. We pay our respects to their Elders past, present, and emerging. We recognise the enduring connection of Aboriginal and Torres Strait Islander peoples to Country, culture, and community. Since 2022, Sidrah Gardens Australia has been proud to learn, work, and grow on Wurundjeri land, and we commit to fostering understanding and respect for all First Nations peoples.

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SCHOOL VISION & MISSION STATEMENT

SCHOOL VISION

Sidrah Gardens School aims to deliver a transformational educational experience that inculcates strong self-identity, upright character, intellectual integrity and spiritual development.

SCHOOL MISSION

Sidrah Gardens School is committed to the pursuit of excellence in an enriching, innovative and nurturing environment and is dedicated to empowering students with the knowledge, skills, dispositions and values necessary to achieve their potential and to contribute meaningfully to the Australian and global communities.



SCHOOL VALUES

Students and staff are encouraged to demonstrate **respect, empathy, integrity, perseverance compassion, sincerity** and **service** in relationships with each other.

Respect: students will have a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements.

Perseverance: students will persist in doing something despite difficulty or delay in achieving success.

Empathy: students will have the ability to understand and share the feelings of another.

Integrity: students will exhibit the quality of being honest and having strong moral principles

Compassion: students will be sympathetic and concern for the sufferings or misfortunes of others.

Service: students contribute and act to make a difference in the world.

Sincerity: students communicate and act in accordance with their feelings, beliefs, thoughts, and desires.

ABOUT THE SCHOOL

Sidrah Gardens is set on 22 acres of densely vegetated land at the foothills of the Dandenong Ranges with ponds, creeks and wildlife. The site was picked out as fulfilling a key objective of the school. That is, to incorporate a rich outdoor environment as a key component of the school's curriculum. Nurturing and taking care of the local environment as well as wildlife and farm animals will play a major part in developing life skills and building character.

Learning opportunities are plentiful when nature is used as a point of reflection and a source of creative inspiration. Learning by doing enhances the retention of knowledge and builds resilience and responsibility of students in their journey of learning. Students at Sidrah Gardens will be given the opportunity to take responsibility of initiatives such as an active permaculture, farm animals, harvesting, rejuvenation of natural habitats, managing water and electricity resources etc.

This understanding is also reflected in the architecture of the classrooms, where students have access to an array of materials, resources and equipment, and prominent access to outdoor learning spaces.

In 2018, research and consultation has begun on the development of an Islamic Educational



Philosophy that explores and defines key fundamental concepts relating to the purpose, objectives and meaning of Islamic Education. Further to this, the development of the school's pedagogical principles (teaching practices) as a practical implementation of the school's philosophy will also subsequently be developed.

One of the key distinguishing features of the school's approach to learning is the recognition that as part of the rich Islamic Scholarly Tradition, worldly sciences were not segmented and secularized. That is, worldly sciences were always used as a means to reflect on the perfection of the Creator and were seen as inter-related. Hence, as part of our research and development of the Sidrah Gardens curriculum, extensive work will be put into reestablishing the relationship between sciences such as Math and Physics, and the development of a student's understanding and connection with Allah ﷻ.

GOVERNANCE

Sidrah Gardens School is a company limited by guarantee and is governed by the school board. The Board is responsible for the property management and also sets the strategic direction of the school. They oversee the school management, financial operation, the safety and welfare of students and staff, and the education programs and policies.. The Board includes three elected Parent Representatives. The Board meets at least eight times each year and has at least one Annual General Meeting The Operational matters of the school are delegated to the Principal.

COMPANY MEMBERS

FIRST NAME	SURNAME	MEMBER
Nail	Aykan	Member
Mohamed	Abdulhai	Member
Aymen	Hag	Member
Leyla	Mohamoud	Member
Fawaduddin	Abro	Member
Munir	Abdulhai	Member
Dr. Salah	Ibrahim Jimi	Member
Sarah	Elwazir	Member
Ramzi	Elsayed	Member
Neda	Khan	Member

SCHOOL ADMINISTRATION

The school is managed on a daily basis by the school Principal and General Manager as well as a team which includes the following members:

Leyla Mohamoud Principal

Mohamed Abdulhai General Manager

Sumayia Asvat

Senior Teacher

Salim Mouladawila

Team Leader

Ammar Haque

Head of Health and Outdoor Education

Yusser Abou-Zebeid

Teacher

Zeynap Kara

Teacher

ISV Independent Schools Victoria

Sidrah Gardens School is a member of Independent Schools Victoria (ISV).



BOARD CHAIRPERSON

RAMZI ELSAYED

Assalam Alaikum Wr Wb

On behalf of the Sidrah Gardens School Board, I offer greetings to staff, parents and students.

The SGS board wishes to thank the staff, students, teachers and parents for their continued support and dedication to the school in it's first year of commencement.



It was a pleasure to attend the School Launch and it was great to feel the contentment of the community of the parents for the newborn school with an amazing vision and philosophy. I wish the school every success.

I hope the graduates of this school will be prepared to take the next step of their lives as Australian Muslims, and as global citizens. The Board would also like to extend its gratitude to the school management who have worked very hard to facilitate and register the school.

I wish to thank my fellow Board Members for sharing their time, expertise and valuable advice over the last year. I am especially pleased that we have had input from all members in all aspects.

On behalf of the Board, I wish the school community a safe and relaxing end of year break.

Ramzi Elsayed
Board Chairperson

PRINCIPAL

LEYLA MOHAMOUD



Dear Students, Parents and Guardians

2022 was a momentous year for Sidrah Gardens School. It was dreamed of, talked about, advocated for and worked hard for.

On Monday 28th January 2022 the years of efforts from, community groups, parents and students all paid off as a long-awaited school opened its doors. *Everyone felt momentous and proud as the dream came true.*

Currently the school includes classrooms and a playground. The building project that includes two classroom pods will commence in September. Every year the school will add one new higher grade, with next year being year five and the following year, year six. At full capacity, the primary school is designed for an enrolment of 160 students. In 2022 we had a total of 28 students and 3 teachers.

Our vision is in action and the philosophy well underway. The programs focused on transforming student attitudes, building motivation and encouragement to inspire a culture of creative thinkers. This learning creation and the innovation is to prepare our students for a challenging future ahead.

I always admire our students' persistence and the struggle they endure to achieve the academic standing, which force them to become reflective learning and, to work hard to grow.

These are only possible due to the wonderful support from parents and the commitment from our teachers.

Education must also prepare the student for a long working life, and ideally provide him or her with the tools to work efficiently irrespective of the domain in which they are working.

The students enjoy being around nature and their friends and teachers that helped them create a sense of belonging and safe memorable school experience.

The year presented as exciting and eventual calendar with lots of activities promised and delivered.

Overall, it was filled with fabulous opportunities for students to achieve and to participate in activities and to develop lasting strong relationships at no doubt will continue beyond schooling.

We thank our pioneer parents for making history with us.

Leyla Mohamoud

Principal

STRATEGIC PRIORITIES (2022-2027)

Sidrah Gardens School has set Strategic Priorities for the year. Employees work towards achieving the Strategic Priorities and evaluate their processes and outcomes every term.

Our site:

- Source funding required to secure and develop our site, and establish safety grounds and classrooms.
- Commenced the first stage of our building
- Apply for government grants to extend the outdoor teaching facilities.
- Hold fundraising events and identify key community who can provide patronage and support.

Our people:

- Identify qualified and experienced staff to hire including like minded individuals to manage and teach at the school.
- Establish an open transparent and inclusive culture that enables us to work towards our shared vision

Our students:

- Implement a holistic curriculum and pedagogy underpinned by reflective teaching practices
- Provide rich learning environment that instil a love of learning and provides our students with the tools and capabilities to be positive contributors to Australian society.
- Incorporate experiential and outdoor learning and sustainable living into our teaching methods

Our community:

- Tread lightly, engage positively and strive to maintain positive relationships with our local neighbours
- Foster a warm supportive community that is socially and culturally rich where families and neighbours are regularly encouraged to participate in events festivals and discussions and workshops

Our Building Program

In 2022, we embarked on the process of preparing and submitting to the Victorian Block Grant Authority for a capital grant to build our first double

classroom pod. A process that extended over 6 months, we were successful in being awarded a \$1.7M grant to build our first set of classrooms. Construction is expected to commence in 2023 in preparation for the 2024 calendar year.

NAPLAN & ACADEMIC PROGRESSION

As a new school year commenced in 2022, we did not receive communication from VCAA regarding the NAPLAN. When VCCA was contacted our records were not available to them and VCCA decided it was too late to commence the process. Therefore, the students at Sidrah Gardens did not participate in the NAPLAN testing scheme for the year 2022. Nevertheless, the school continued to track students progress by utilizing other forms of internal teachers assessments and parents were involved in three main parent teachers meetings and a student led conference.

PARENTS FEEDACK

In our first year of completion, the school conducted a parents survey satisfaction. The survey related to parents' and students' experiences in many aspects of learning, communication, student performance, and attitude. 99.9% of the parents indicated that they had positive interactions and beneficial experiences of their children in the school. The staff approach was also highly ranked. We found that 5% of the parents suggested stronger communication processes would be great. As a new school we will endeavor to a sustainable way of having an effective communication, regular staff ongoing feedback and higher level of engagement with our stakeholders.

COMMUNITY ENGAGEMENT

Sidrah Gardens School is an Australian school and upholds the values expressed in the Australian Government issued 'Affirmation of Democratic Principles and Practices' which is published in many of our school publications including the Website, Newsletters, Parents curriculum guide etc.

PARENT INFORMATION SESSIONS

In Term 1, the school conducted a parent information session to ensure parents are kept fully informed about the coming year's programs for all their children. Programs are explained to parents and new initiatives are introduced and discussed. Parents are invited to express their specific concerns or queries and relevant staff endeavour to elaborate on, and discuss them. Guest presenters are invited to provide more detailed explanations for new or new-to-parent initiatives and programs. Parents are very positive and supportive of these

sessions. The school also welcomes the sometimes robust discussion of policy details that might have been misunderstood or that might require reconsideration or fine-tuning by the school.

One of the major aims of the parent sessions is to educate and inform parents about the school philosophy and its vision, this will help parents to work with their children in making informed choices in relation to the teaching and learning approaches and teacher expectations.

Reports received at the end of 2 and 4 are also specifically directed towards parent/student/teacher interview and a pupil-free day is scheduled to provide every opportunity for all parents to see every teacher of each child. Interviews are scheduled into the evening to provide for working parents and catch up interviews are provided to ensure maximum availability. Interview take-up rates exceed 95% for every year level and parents generally report a high degree of satisfaction with the process and with the opportunities for engagement with their children's learning that the interviews provide.

STUDENT LED CONFERENCES

In the student Led Conference, students produce a Portfolio of work that showcases their learning and then invite their parents to a presentation of their Portfolio. After conducting their parents through the discussion of the work on display, students sit in conference with their parents to discuss their own work and the meaning it has for them. Parents report being very pleased with the intimacy of this presentation and the insight into their own child's learning it provides. Students' confidence and competence in presenting their work is very impressive.

OUTDOOR EDUCATION

What is outdoor education at Sidrah Gardens? Experiential learning within natural environments that aims to cultivate positive connections with oneself and others while fostering personal growth and enhancing overall well-being. The program engages students in practical and active experiences in natural environments and settings, and typically takes place beyond school classroom. In these environments, students develop the skills and understandings to move safely and competently while valuing a positive relationship with natural environments and promoting the sustainable use of these environments.

THE ARTS

At Sidrah Gardens School we aim to deliver an authentic and engaging Visual Arts Program that enables students to develop skills of drawing, painting and printmaking, construction and clay modelling.

By enabling students to experiment with a broad range of materials and styles, we endeavour to nurture individual expression and creativity, cultivate aesthetic awareness and develop an understanding of the elements and principles of art and design.

PRACTICE PRINCIPALS

The school has set Strategic Priorities (as mentioned above) from which Practice Principals have been derived including Priority 4 – ***‘To ensure improved student, parent and teacher satisfaction. ‘To foster positive outcomes in all interactions by promoting a prompt and caring response, good communication and a respectful manner.’*** Staff are reminded of the Practice Principals at every Staff Meeting and they appear at the top of every Staff Meeting Minutes that are distributed to staff.



STUDENT ATTENDANCE

Throughout 2022, student attendance was heavily impacted by the COVID pandemic with a number of students and families affected by the virus. Most students however maintained attendances at over 90%.

Year 2022	Semester 1 (%)	Term 3 (%)	Year 2022 (% Average)
FOUNDATIONS	82.11	85.71	83.91
YEAR 1	88.75	88.61	88.68
YEAR 2	92.86	87.76	90.31

YEAR 3	89.08	82.65	85.86
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STAFF

STAFF QUALIFICATIONS

All teachers must have current Registration with the Victorian Institute of Teachers (VIT) and it is renewed annually. Teaching and non-teaching staff have current police checks and all non-teaching staff have Working with Children checks. Staff are provided with Anaphylaxis management training twice each year and First Aid training and/or upgrades are provided annually. SGS teaching staff have a minimum three-year University Degree and a Teaching degree or diploma. All staff engage in ongoing professional development and attend courses, seminars and workshops on an on-going basis to maintain their professional skills.

STAFF ATTENDANCE AND RETENTION

At the end of 2022 SGS employed 3 full time equivalent (FTE) teachers and 3 (FTE) General Staff. The average number of personal sick leave days (sick, cares, OPL leave) taken per staff member in 2022 was 6 days. The staff turnover rate for 2022 school year was 32% (2 staff members).

STAFF PROFESSIONAL DEVELOPMENT

SGS is committed to encouraging and supporting the continuing professional development of its staff. Staff members at SGS will undertake ongoing professional learning that contributes to increased expertise and improved practice with the goal of improving student learning outcomes. Teachers are responsible for determining their professional learning within the context of their professional career development needs, performance appraisal outcomes, and strategic priorities of the school. The school ensures the provision of Professional Development through the allocation of direct funding for staff to attend and participate in both internal and external professional development activities.

PROFESSIONAL ENGAGEMENT

As far as possible, professional development activities at SGS are guided by the following general principles:

- Demonstrate a focus on teacher growth and extending professional knowledge
- Develop a culture of collaboration and collective responsibility for the development of effective teaching practices and improved student achievement
- Extend a teacher's professional learning and capacity in relation to the Australian Professional Standards for Teachers (APST)
- Professional development and learning is delivered through various modes, both formal and informal. These activities include:

- School-based curriculum days and briefings
- Professional conferences, seminars, workshops and networks
- Collaborative planning and teaching
- Induction of all new teaching staff
- Performance
- Online learning and structured professional reading
- Peer observations
- Professional Learning Teams

STAFF PROFESSIONAL DEVELOPMENT PROGRAMS AND ACTIVITIES

All staff are expected to participate in school-based professional learning and development activities. In 2022, staff were involved in a range of professional learning activities including:

- Information sessions for all staff on building a whole-school-model of discipline and behaviour management
- In-service for all staff on the Vision and Philosophy of the school
- Thrass – Spelling & Phonics approach
- In house Inquiry Based Learning session

STAFF PROFESSIONAL APPRAISAL

All staff undergo ongoing performance feedback based on their set goals for the year. Performance is carried out primarily by a senior teacher and principal. Teachers are continuously provided feedback and support.

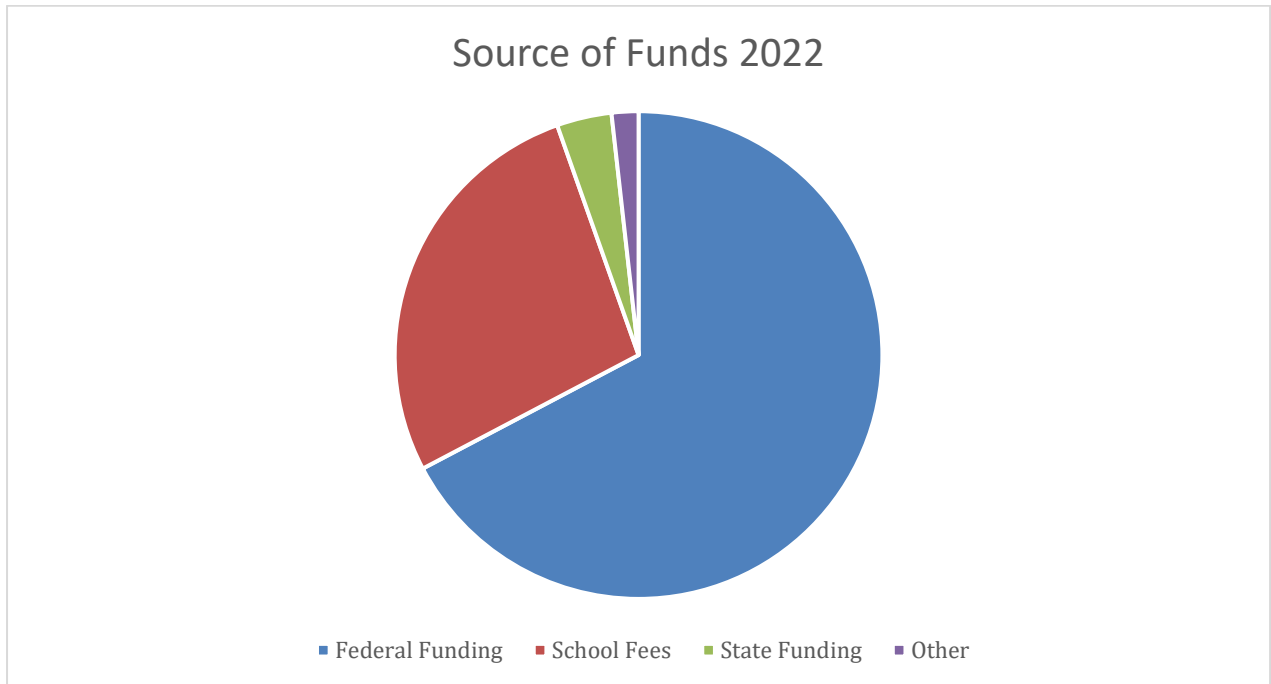
- Planning and Preparation
- Management of the Learning Process
- Assessment and Testing
- Professional Practice
- Leadership in Position of Responsibility (POR)



FINANCIAL OVERVIEW

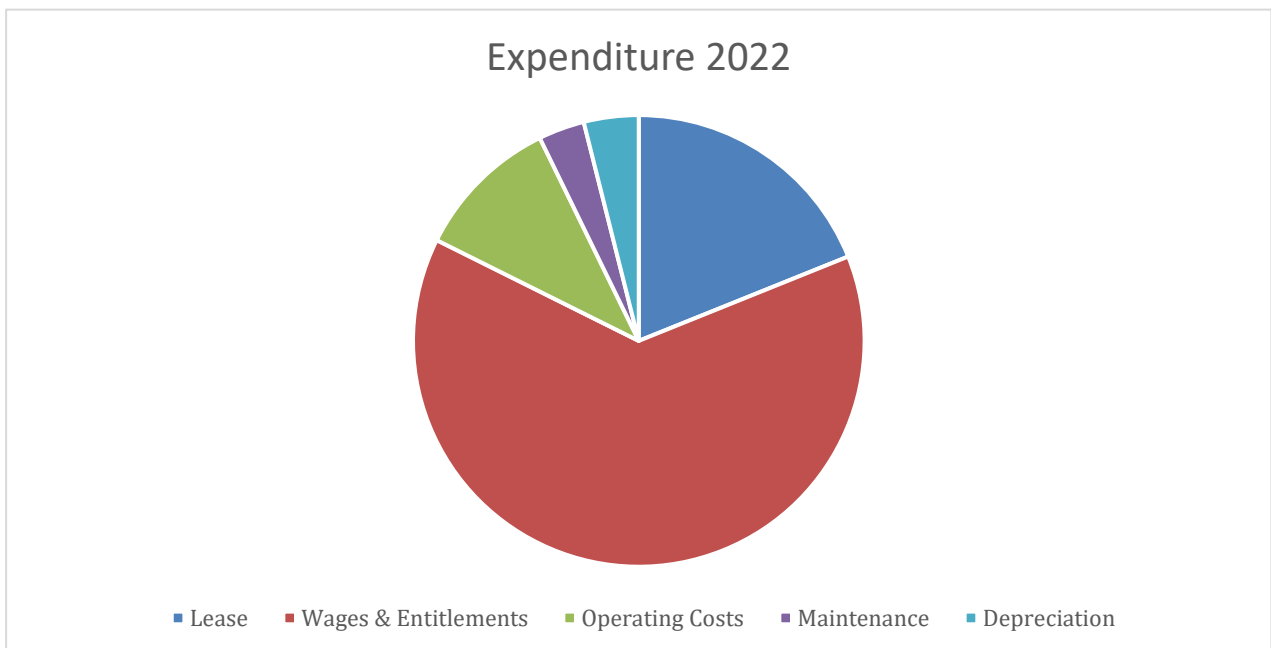
FUNDING SOURCES

The graph below displays funding sources for the year ended 31 December 2022



EXPENDITURE

The graph below displays expenditure for the year ended 31 December 2022



ENROLMENT & REGISTRATIONS

