

# AL HIKMA COLLEGE



## ANNUAL REPORT 2018

*EDUCATIONAL AND FINANCIAL REPORTING FOR AL HIKMA COLLEGE 2018*

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*The 2018 Al Hikma College Annual Report is available to be viewed or downloaded on the College’s Website or can be made available upon request by contacting the Administration staff. Follow this link for more information: <http://alhikma.nsw.edu.au/annual-reports/>*

## THEME 1: A MESSAGE FROM KEY SCHOOL BODIES

### GOVERNANCE

Al Hikma College is a registered and certified independent, non-government school, K-6 primary school was first established in 2012 and is currently run completely by a Muslim board of directors. The Al Hikma College management body comprises of five Directors headed by the Chairperson of the governing body.

### COLLEGE MOTTO

Wisdom | Knowledge | Character

### AIMS AND VALUES

*The College aims to:*

- provide a balanced educational platform guided by Australian and Islamic values and principles in the state of New South Wales.
- provide a formal educational curriculum for years K-6 students in the manner that meets and adheres to the guidelines set by the NSW Board of Studies, Department of Education and the Australian Government Quadrennial Administrative Guidelines.
- invest in the life course of the individual student by cultivating the highest sense of civic duty, social awareness and moral integrity.
- ensure that our students will enjoy a commitment to exciting and rigorous academic scholarship.
- establish, provide and facilitate an intellectually stimulating environment that ensures each student can explore and achieve their highest potential, cognitively, physically, emotionally, socially and spiritually.
- ensure that students will share our high expectations for growth in character and spirituality and depart Al Hikma College with the skills and confidence to live life fully and achieve the highest levels of their individual potential and excellence.
- enhance a sense of self-empowerment and personal commitment for intellectual and educational pursuits while recognising and promoting appreciation for individual differences and diversity.
- nurture a climate of care and trust where each child is valued as an individual, is assisted in developing a sense self-esteem and is aware of the contribution he/she can make to the society in which they live.
- cultivate skills and abilities in using a wide range of technologies and be mindful of its academic and social implications.
- promote respect and a sense of responsibility for the natural environment in their community, nationally and globally.
- establish a close partnership with parents and community to encourage an active supporting role in the education of their children within their care and environment.
- cultivate, recognise and respect the opinions and contributions of child, parent and teacher.
- reinforce initiative and confidence, critical thinking and creative approaches to problem-solving.

- emphasise values of good citizenship through community service, civic awareness and development of leadership potential.
- establish a safe, secure and compassionate academic environment designed to develop the highest potential of students and promoting intellectual wellbeing.
- promote and provide facilities and opportunities for extracurricular activities such as creative arts and physical education activities pursuits.
- establish an Australian Islamic educational environment in which each student may develop a quality religious knowledge and understanding and to provide facilities in which each student can perform their daily worship and adhere to Islamic values.

## MESSAGE FROM THE CHAIRMAN OF THE BOARD OF DIRECTORS

The word 'Hikma' is a derivative of wisdom. To have the quality of wisdom is to have beneficial knowledge, immense experience and ethical judgement. Al Hikma College is essentially founded upon these moral grounds, based and supported by Islamic philosophy.

Al Hikma College's prime objective is to open a gateway of opportunities for students to excel to their personal best on an academic and social basis. The School Board has worked diligently alongside the Principal and school staff to ensure that each and every student to set foot on the grounds of Al Hikma College is presented with fine opportunities to equip them for their future.

Al Hikma College is a relatively young school, established in 2012 as a single stream K-2 school. It is a great honour, and indeed, very humbling to see the College develop so quickly. It currently boasts two streams in Early Stage 1, Stage 1, and Stage 2, and single classes in Stage 3. The school has grown to 314 students.

The College continues to strive to develop each child intellectually, physically, emotionally, socially, religiously, morally, aesthetically and vocationally in an Islamic environment in Australia, so that they are content and successful Australia citizens.

Al Hikma College encourages its students to get involved and stay involved. We believe it is important to be connected to the College through positive relationships, a sense of community, and participation in extracurricular opportunities; from the first day of school to their very last, this is a message that students will often hear.

Our staff recognises the role they play in assisting children reach their full potential, and they do not take the responsibility lightly. We truly believe *all* students can be successful, and this belief drives the work they do on a daily basis. Parent involvement too, is vital for children's success, and we ask that our parents continue to play an active role in their education.

Mamdouh Hayek  
Board Chairman  
Al Hikma College

## MESSAGE FROM THE COLLEGE PRINCIPAL

After being appointed the role of Principal of Al Hikma College in December 2017 and assuming the role in January 2018, it is appropriate to acknowledge the hard work put in by all the members of the Al Hikma community; from the most junior members of the school – Kindergarten, all the way through to the staff and school leaders. Under the guidance and leadership of myself; supported by Mrs William, Al Hikma has established itself within the Islamic School sector as an up-and-coming school with a strong and supportive community. I would like to acknowledge the dedication of all the College staff; most notably, Mrs Alice William.

I am excited to have taken on the role of Principal in 2018 at Al Hikma College. I have been an educator in Islamic schools for the last 17 years across Primary and Secondary schools. I have had various leadership roles throughout my career. During this time, I have worked with hundreds of teachers and thousands of students. I have worked in very different school environments including the largest Islamic school in Australia as well as the smallest.

Although school contexts differ, and indeed, no two students are ever identical, I have shaped my philosophy about what makes a school successful; and it is the foundations upon which a school is built. To this end, I have three areas that I believe are important and which guide my practice as an educator. These will help frame my vision for the future of Al Hikma College:

1. Actions, not words. To lead by example is one of the best gifts we can give our children. When our children witness how to lead successful and fulfilling lives, they too will endeavour to do the same. We must walk the walk and not simply talk the talk.
2. Have high expectations; in everything. This doesn't mean that every single child will always gain a perfect score in an exam. It is all about completing tasks well (however seemingly mundane; such as ruling the perfect margin, or wearing their correct school uniform proudly) that will help our children develop into responsible citizens who hold themselves to such high standards, that they can't help but succeed.
3. Have a sense of community. This is so important. Children need to belong to a community and know that they are valued. This sense of belonging must be nurtured by teachers, schools and parents, if we want our children to grow up to one day be contributors to their community, their families and their colleagues. The role of families is so important during these primary years.

I believe schools are an extension of these three values. We are a family of families, working together to improve our children's lives. By having high expectations, and showing them that we support them, the students of Al Hikma College will continue to succeed throughout 2019.

2018 saw many positive changes at Al Hikma College and the introduction of many new successful initiatives. Integral to seeing the new vision of the College was Mrs Alice William, in her role as K-6 Curriculum Coordinator. Mrs William has a wealth of experience which the College continues to benefit from. With her thorough knowledge of content and broad capabilities in delivering a range of sound pedagogical practices, she worked tirelessly throughout 2018 to increase student achievement and improve staff capacity. It is my pleasure to confirm that Mrs William will continue to work alongside myself, the teaching staff, the parents and students in 2019, to provide an engaging and robust curriculum that caters for the needs of all students in the Al Hikma community.

At the conclusion of 2018, Miss Melissa Akamatis was promoted to the position of K-6 Coordinator for 2019. Miss Akamatis is a dynamic and passionate educator who will work alongside Mrs William and myself as part of the leadership team. Miss Akamatis has been employed with the College since 2016 and during this time, she has displayed exceptional leadership skills and dedication to her solid classroom practice. The appointment of an additional coordinator is due to the increased number of

students and teachers, as well as the introduction of a range of programs and events; which will provide our students with a well-balanced, holistic educational experience.

I would like to extend a very warm welcome to all our new families who enrolled throughout 2018 and trust your time with us is memorable. For the first time we have new students enrolled in every grade from Kindergarten to Year 6. Al Hikma College continues to grow each year with 2018 being no exception. We currently have very limited spaces left in most classes and an extensive waiting list for K-2 classes. It is pleasing to see the college's name and reputation prosper.

The conclusion of 2018 saw us farewell Mrs Heba Boussi. We thank her for her dedication to the Al Hikma community and wish her all the very best for the next chapter in her life. The College is delighted to announce the appointment of Miss Rajaa Hablos to the Kindergarten team. Miss Hablos is an experienced Kindergarten teacher. Mrs Rawah El-Cheikh will step into a new role in 2019. She has been a regular face as a casual teacher at the College for many years and her appointment as a class teacher for 1B will allow her to utilise her broad range of experience and knowledge in order to further develop her students' learning. 2019 will see the return of Mrs Hasnaa Issa, who is one of the College's longest-serving teachers and it is with great joy that we welcome her back to the Al Hikma family. Finally, we welcome Mrs Joanne Hasna back in a role she will share with Mrs Issa; as 2R's classroom teacher. Mrs Hasna has demonstrated exceptional classroom practices in the short time she has been teaching and we are certain that she will continue to deliver high quality learning experiences for her students.

Mr Alan Khoder

A handwritten signature in black ink, appearing to read 'A. Khoder', written in a cursive style.

Principal  
Al Hikma College

## THEME 2: CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

Al Hikma College is a faith based Islamic coeducational school established in 2012. Classes from Kindergarten to Year 6 are offered at the school, which is situated in Sydney's south west in a suburb with a diverse community, representing many language and cultural backgrounds.

There has been a steady increase in the number of students since the inception of the College. There has been an increase from 309 students in 2017 to 314 students in 2018. In 2018 there were 2 Early Stage 1 classes, 4 Stage 1 classes, 4 Stage 2 classes and 2 Stage 3 classes.

As an Independent School, the students come from a diverse range of backgrounds, including cultural and language backgrounds other than English. The diverse range of experiences afforded by the range of College policies lead the children to a better understanding and a greater tolerance of others. A survey of the school population revealed that a large range of different nationalities were represented in the school community.

The College commenced with an enrolment of 111 students in 2012. In 2018, 314 students were enrolled, 143 boys and 171 girls. Enrolment figures as reported at end of the 2018 school year represented an increase of 5 students or 1.6% when compared to enrolment figures for 2017.

Many students commence Kindergarten with low levels in many critical areas of literacy, hence there is a whole school focus on literacy development and support. 97% of enrolments have a language background other than English.

Students attend Al Hikma College because of the included religious instruction and the Islamic ethos of the school. The attitudes, beliefs and values of the Islamic faith are instilled in students through their exposure to Islamic Studies, the study of the Quran and daily prayer. The Nine Values for Australian Schooling are incorporated into daily assemblies as well as in the classrooms throughout the entire College.

The College strives to remain focussed on continuous improvement to ensure positive outcomes for its students. The mission of Al Hikma College is to provide a balanced quality education in a nurturing Islamic environment. The College's vision is to be a leading Australian Islamic School, offering an integrated educational experience drawing upon best practice teaching methods and a strong Islamic moral framework.

Al Hikma College has achieved academic excellence with pleasing results in Literacy and Numeracy. It also enjoys a fine reputation and proud history of social service and fundraising for a diverse range of charitable organisations. Students also enjoy participation in a rich variety of extra-curricular activities, through excursions, incursions, charity work, interschool competitions, participation in Literacy & Numeracy Week and Science Week.

The College is dedicated to the concepts of equity and excellence in education and is committed to developing the academic, sporting and social potential of its students. Al Hikma College works with the community to provide a holistic education in a caring and stimulating environment.

## SCHOOL FACTS 2018

School sector	Non-government
School type	Primary
Year range	K-6
Location	Major Cities
Enrolments	314

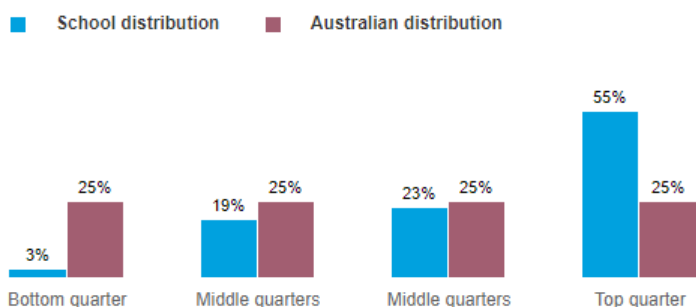
## STUDENT BACKGROUND 2018

### *Index of Community Socio- Educational Advantage (ICSEA)*

School ICSEA value	1129
Average ICSEA value	1000
Data source	Parent information

### *Distribution of students*

Distribution of students



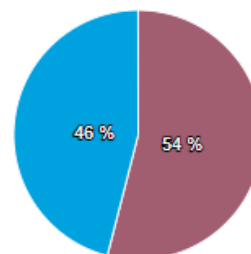
## STUDENTS 2018

### *Total enrolments: 314*

Boys	143
Girls	171

Total enrolments: 314

Boys 143  
Girls 171



### *Full-time equivalent enrolments: 314.0*

Indigenous students	0 %
Language background other than English	97 %

Please visit the My School website for further contextual information: <http://www.myschool.edu.au/>



## THEME 3: STUDENT OUTCOMES IN STANDARDISED LITERACY AND NUMERACY TESTING

Al Hikma College is very proud of the improved results in the 2018 National Assessment Plan for Literacy and Numeracy (NAPLAN) assessments. In some areas the students exceeded the national average. These results were supported by the College's proactive intervention strategies targeting literacy delivered by staff.

Parents are well aware of the My School website. My School enables you to search the profiles of Australian schools. My School is an Australian Curriculum, Assessment and Reporting Authority (ACARA) information service. ACARA is an independent authority with functions including the publishing of nationally comparable data on all Australian schools. This responsibility is derived from the Australian Curriculum, Assessment and Reporting Authority Act 2008 (ACARA Act) ([www.legislation.gov.au](http://www.legislation.gov.au)), and through the decisions of the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEEDYA) (<https://data.gov.au/>).

The performance of schools on NAPLAN tests is greatly affected by a range of student intake and school location characteristics. When comparing schools, it is important to compare like with like. The My School website allows and encourages comparisons with schools that are statistically similar in terms of a range of factors known to affect test performance. Parents may access the College's profile by going to <http://www.myschool.edu.au/>. Simply type in 'Al Hikma College' under school search for a comprehensive report.

	Reading		Writing		Spelling		Grammar		Numeracy	
Year 3	<b>629</b> 611 - 647		<b>471</b> 433 - 463		<b>514</b> 498 - 531		<b>508</b> 489 - 527		<b>424</b> 409 - 440	
	SIM <b>478</b> 469 - 487	ALL <b>434</b>	SIM <b>440</b> 432 - 448	ALL <b>407</b>	SIM <b>455</b> 447 - 464	ALL <b>418</b>	SIM <b>478</b> 468 - 488	ALL <b>432</b>	SIM <b>447</b> 438 - 455	ALL <b>408</b>
Year 5	<b>510</b> 489 - 532		<b>500</b> 479 - 520		<b>572</b> 552 - 591		<b>610</b> 587 - 633		<b>522</b> 504 - 541	
	SIM <b>549</b> 540 - 557	ALL <b>509</b>	SIM <b>491</b> 483 - 499	ALL <b>465</b>	SIM <b>530</b> 522 - 538	ALL <b>502</b>	SIM <b>543</b> 534 - 552	ALL <b>504</b>	SIM <b>530</b> 522 - 538	ALL <b>494</b>

Al Hikma College's average when compared to schools with similar students is:	How to read and interpret the above table:
	substantially above
	above
	close to
	below
	substantially below
<ul style="list-style-type: none"> <li>• average of schools serving students from statistically similar socio-educational backgrounds (SIM box)</li> <li>• average of all Australian schools (ALL box)</li> </ul>	

## THEME 4: SENIOR SECONDARY OUTCOMES – NOT APPLICABLE

## THEME 5: TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

### PROFESSIONAL LEARNING

Al Hikma College prides itself in ensuring the staff are up to date with the most recent teaching pedagogies and are familiar with the relevant content of the various syllabuses. Teaching staff are regularly provided with opportunities to further enhance their professional development.

Al Hikma College's professional learning program in 2018 included:

- Professional development Courses provided by external agencies.
- Professional development imparted by the principal and other senior staff.

Below is a summary of professional learning activities undertaken by staff (as defined by the Teacher Accreditation Act 2004) throughout 2018:

Description of Professional Learning Activity	No of Staff Attended
1. Child Protection	25
2. Accreditation Process	18
3. Assessment Record Keeping	18
4. Planning & Programming: NSW Syllabus for English K-6	14
5. Familiarisation: NSW Syllabus for Science & Technology K-6	1
6. Lesson observation, feedback and Teacher Appraisals	15
7. First Aid	24
8. School Communities Working Together Online Module	2
9. Governance Online Modules	6
10. The Principles of Purposeful Programming	1
11. Planning & Programming: NSW Syllabus for Geography K-6	3
12. How to conduct a PM Benchmark Assessment	4
13. Live Life Well @ School: Starting the Journey	1
14. Apple Classroom for iPads	18
15. #Safe2StepOut: Teaching Road Safety in K-6	1
16. WHS Policies & Procedures Workshop Refresher	25
17. MultiLit	1
18. MiniLit	1
19. Sentral School Administration Software	24
20. How to Conduct a Successful and Positive Parent/Teacher Interview	18

## TEACHER ACCREDITATION

Level of Accreditation	Number of Teachers
Conditional	8
Provisional	5
Proficient Teacher	5
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
<b>Total number of teachers</b>	<b>18</b>

## TEACHER QUALIFICATIONS

All teaching staff of mainstream classes are responsible for the delivery of the NSW Curriculum determined by NESA in accordance with the *Education Act 1990*. The Principal and K-6 Curriculum Coordinator meet regularly to monitor all teaching programs, student work samples and academic results to ensure compliance with NSW syllabus outcomes. The Principal ensures that teaching standards are in accordance to those mandated by NESA. Below are the details of the qualifications of the teaching staff (as defined by the Teacher Accreditation Act 2004) that are responsible for delivering the curriculum.

Category	Description	Number of Teachers
i	<i>Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.</i>	18
ii	<i>Teachers having a Bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.</i>	0

Please visit the My School website for total teacher numbers: <http://www.myschool.edu.au/>

## THEME 6: WORKFORCE COMPOSITION

### AL HIKMA COLLEGE STAFF

The school has a diverse staff representing many different cultural and religious groups. This contributes towards the character of Al Hikma College. Staff include:

School Staff 2018	
Teaching staff	18
Full-time equivalent teaching staff	16.6
Non-teaching staff	8
Full-time equivalent non-teaching staff	4.8

In 2018, Al Hikma did not have any indigenous employees of Aboriginal or Torres Strait Islander background. Eighty four point six percent (84.6%) of the staff are Muslim and fifteen point four percent (15.4%) are Non-Muslim. Please refer to <http://www.myschool.edu.au> for more information.

## THEME 7: STUDENT ATTENDANCE, AND THE RETENTION RATES AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOLS

### STUDENT ATTENDANCE RATES

Year Level	Attendance Rate
Kindergarten	92%
Year 1	92%
Year 2	93%
Year 3	94%
Year 4	93%
Year 5	94%
Year 6	91%
<b>Whole School</b>	<b>93%</b>

Ninety-three percent (93%) of students attended school on average each school day in 2018. This was similar to the daily attendance in 2017.

### MANAGEMENT OF NON-ATTENDANCE

Al Hikma College implements the Student Attendance Policy and Procedures for the management of student non-attendance.

- The College monitors the daily attendance and absence of students by maintaining a daily register for each class of students.
- Student absences are identified and recorded in a consistent manner by the staff member responsible such as the class teacher, coordinator or the administration staff.
- Student absences are marked in the attendance register and recorded on an absentee slip by the class teacher.
- Unexplained absences are followed up in an appropriate manner with the student and/or their parent or guardian.
- Administration staff collect the slips and contact parents to determine the reason for the absence.
- All absences must be explained. A note explaining the student's absence must be provided by the student's parent or guardian when the student returns to school.
- Notes provided by the parents or guardians are securely stored.
- The College notifies parents and/or guardians in an appropriate manner where a student has a poor record of attendance.
- Unsatisfactory attendance is followed up with a parent/guardian interview by the Principal.
- Where unsatisfactory class or school attendance is identified, the attendance issue and any action taken is recorded on the student file. The student file will also include the date of enrolment and, where appropriate, the date of leaving the school and the student's destination.
- Teachers must report any concerns regarding attendance to the Principal.
- The College will grant leave for approved circumstances whereby parents or legal guardians complete a request for leave form titled *Application for Extended Leave - Travel*. A *Certificate of Extended Leave - Travel* is issued to families if leave is granted. A letter declining the application is issued if the leave is considered not to be in the student's best interest.

### STUDENT RETENTION RATES AND POST SCHOOL DESTINATIONS: (N/A)

### ENROLMENT POLICY

#### ***Principles***

Al Hikma College aims to provide the choice of Muslim schooling to all those seeking an Islamic education for their children within the parameters set by the NSW Board of Studies curriculum. However, enrolment of a student into Al Hikma College cannot be guaranteed. Our aim is that no student will be refused enrolment or be disadvantaged because of an inability on the part of parents/guardians to meet financial requirements.

Al Hikma College aims to provide a holistic education which takes place in an environment informed by the authentic teachings and values of Islam. Those who choose Al Hikma College for their children do so with the understanding that they respect and agree to support the Islamic identity of the school and acknowledge the importance of religious education for their children.

#### ***General***

- Applications for enrolment may be made at any time by the parent/carer(s) of students to commence at the start of the following academic year or at any other time, subject to availability and compliance with the enrolment policy.
- Students enrolling at school for the first time will be five years of age on or before 31<sup>st</sup> July.
- Al Hikma College will base any decision about offering a place to a student on the following:
  - a. parent/carer(s) support of the ethos of the school in terms of values, attitudes and priorities,
  - b. family relationship with the school, such as sibling of current or ex-student,
  - c. the contribution the student may make to the school, including co-curricular activities,
  - d. the student's reports from previous schools or prior to school service,
  - e. order of receipt – applications will be processed in order of receipt and places offered accordingly.
- An interview with parent/carer(s) of students may be arranged before offering a place.
- Al Hikma College has an absolute discretion in determining the weight of each of the factors it considers when determining whether to offer a place for the student.
- Continued enrolment at Al Hikma College is dependent upon the student making satisfactory academic progress, on time and consistent attendance, and the parent/carer(s) observing all behavioural codes of conduct and other requirements of the school which are applicable from time to time.

## ***Terms of Enrolment***

- All applicants must fill in an Application Form and pay a non-refundable Application Fee.
- All applicants are required to undertake an assessment and/or interview prior to being accepted at the College.
- The offer of enrolment is at the discretion of the Enrolment Committee who will consider each case on its merits in light of enrolment priorities and the availability of places.
- A clear letter of offer will be extended to parents/ guardians.
- Upon acceptance of a position at Al Hikma College, the following additional fees are payable:
  - a. Admission Fee Non-refundable
  - b. Building Levy (yearly) Non-Refundable
  - c. Textbook Fee (yearly) Non-Refundable

Once you have accepted the offer of enrolment the additional fees are non-refundable.

- Notice of Withdrawal: One full term's notice is required in writing as notice of withdrawal of enrolment. A full term's fees will be charged if one term's notice is not given. Should you decide to withdraw the enrolment, the additional fees are non-refundable.
- Parents should note that it is their responsibility to notify the College in writing if there are any changes to the information given on the Application Form (e.g. address, phone number). Failure to do so may result in the application losing its place of priority.
- Parents will cooperate with the College in matters of college management, discipline and acknowledge that this cooperation is important for the well-being and progress of their child. If the school board or the principal believes that a mutually beneficial relationship of trust and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the school, the school council or the principal may require the parent to remove the child from the school.
- The College will only exercise its powers under this clause to exclude a pupil permanently if it has provided the pupil and parent or guardians of the pupil with details of the conduct which may result in a decision to exclude the pupil and provided them with a reasonable opportunity to respond.
- Camps and excursions are an integral part of the College curriculum and attendance is compulsory.
- Participation in the Islamic Studies program is compulsory, as is attendance at daily prayer and other celebrations such as Presentation Night.
- Wearing the full College uniform correctly is compulsory and parents agree to vigorously support the uniform policy.
- If the principal, or any person deputing for the principal, considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the school or its students or staff, the principal or deputy may exclude the student permanently or temporarily at their absolute discretion.
- In circumstances of separated parents, the College requires copies of Court Orders, AVOs and Custody Agreements if applicable and parents are expected to abide by the guidelines for 'Communication with Separated Parents'.
- A condition of entry to the College is that parents or guardians agree to abide by these Terms of Enrolment.

### **Business and Other Regulations**

It is understood and agreed to that:

- In the interpretation of the regulations the word "fees" includes all fees as applicable and the word "parents" includes guardian/s and caretaker/s.
- The person/s signing the application must be responsible for payment of all fees and charges.
- College fees are payable in advance or by the given date during each year (prior to the commencement of each new term).
- A pro rata charge will be made for new students entering the College for the first time after a term has commenced.
- If a student leaves during a term, no refund will be made for the remaining portion of the term.
- One term's notice is required before withdrawing a student from the College; where insufficient notice is provided, one term's fee is payable in lieu of notice.
- Only in exceptional circumstances, at the discretion of the Board, will a student be allowed to enter a new term if the fees from the previous term are outstanding.
- The College's Finance Manager is authorised by the College Board to take such action as deemed necessary to recover fees or charges, including recovery costs.
- No reduction in fees can be made because of temporary absence from the College.
- Fees are subject to alteration by the College Board from time to time and, where possible, notice of any such alteration will be given in advance.
- Late Payment: There will be an administration fee charge per month if fees are not paid by the due date. This fee is subject to change.
- Al Hikma College has a Privacy Policy in conformity with the legislation and a copy is available upon request.

**I have read and understood the above conditions and agree to abide by them.**

**Parent 1 name** \_\_\_\_\_

**Parent 2 name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Date** \_\_\_\_\_



## THEME 9: OTHER SCHOOL POLICIES

### TEACHER QUALIFICATIONS

SUMMARY OF POLICY	CHANGES IN 2018	ACCESS TO FULL TEXT
<p><b>Student Welfare</b></p> <p>The school seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through programs that:</p> <ul style="list-style-type: none"> <li>• meet the personal, social and learning needs of students</li> <li>• provide early intervention programs for students at risk</li> <li>• develop students' sense of self-worth and foster personal development.</li> </ul>	<p>The policy has been reviewed. The school will seek assistance bi-annually from external providers if the need arises.</p>	<p>Full text available by contacting the administration office or visiting the school website:  <a href="http://alhikma.nsw.edu.au/">http://alhikma.nsw.edu.au/</a></p>
<p><b>Anti-bullying</b></p> <p>The policy reflects a belief that bullying is not acceptable under any circumstances and that Al Hikma College has a zero-tolerance approach to bullying. It also acknowledges that bullying is problematic for the perpetrator and target alike and embodies support and management strategies that are pragmatic.</p>	<p>This policy is now also reflected in the Discipline policy. Class and whole school discussions at Assemblies are now implemented as well as various incursions on anti-bullying.</p>	<p>Full text available by contacting the administration office or visiting the school website:  <a href="http://alhikma.nsw.edu.au/">http://alhikma.nsw.edu.au/</a></p>
<p><b>Discipline</b></p> <p>The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school. All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and /or expulsion of a student. Exclusion of students may be resorted to under extreme circumstances.</p>	<p>This policy has been reviewed. A whole school reward system has been implemented that encourages good behaviour. The processes of suspension, expulsion and exclusion are now clearly explained.</p>	<p>Full text available by contacting the administration office or visiting the school website:  <a href="http://alhikma.nsw.edu.au/">http://alhikma.nsw.edu.au/</a></p>
<p><b>Complaints and Grievances</b></p> <p>The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents, staff and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.</p>	<p>The policy has been reviewed in 2018 to clarify processes and procedures in place and remains unchanged.</p>	<p>Full text available by contacting the administration office or visiting the school website  <a href="http://alhikma.nsw.edu.au/">http://alhikma.nsw.edu.au/</a></p>

## THEME 10: SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

### ACHIEVEMENT OF PRIORITIES IDENTIFIED IN 2017 FOR ACHIEVEMENT IN 2018

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> <li>Review and revise all Key Learning Area Scope and Sequence charts.</li> </ul>	<ul style="list-style-type: none"> <li>Most KLA Scope and Sequences have been amended to correlate with NESAs requirements.</li> </ul>
	<ul style="list-style-type: none"> <li>Implementation of Years 3-6 Guided Reading to complement the K-2 Guided Reading program.</li> </ul>	<ul style="list-style-type: none"> <li>Years 1-6 Guided Reading programs are now standardised and include a variety of teaching and learning strategies to complement each grade. The Kindergarten program is slightly different to foster student learning across all Literacy domains.</li> </ul>
	<ul style="list-style-type: none"> <li>A whole school approach to adopt the PEEL/TREEL process for persuasive texts.</li> </ul>	<ul style="list-style-type: none"> <li>Writing programs have been rewritten to further develop students' writing skills using these identified strategies.</li> </ul>
	<ul style="list-style-type: none"> <li>Use Interactive Whiteboards to allow teachers to access and share resources.</li> </ul>	<ul style="list-style-type: none"> <li>IWBs are now used throughout all KLA lessons.</li> </ul>
	<ul style="list-style-type: none"> <li>Purchase and share amongst all staff a range of academic software packages or resources available on teacher websites which will be used through interactive whiteboard technology to enable both whole class and small groups to work on reading activities collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>The College purchased subscriptions for Oxford Owl to facilitate the use of the Maths Plus textbook utilised in Mathematics across K-6. Due to its success, subscriptions were also renewed for Reading Eggs, Mathletics and Spelling City to continue working towards Literacy and Numeracy outcomes. Reading Eggs and Spelling City are used during Literacy lessons.</li> </ul>
	<ul style="list-style-type: none"> <li>Draft and implement new Digital Technologies teaching programs for K-6.</li> </ul>	<ul style="list-style-type: none"> <li>Due to the changes made to many of our programs, this is still a work in progress. Further additions to these programs will be rolled out in 2019.</li> </ul>
	<ul style="list-style-type: none"> <li>Implement the use of iPads throughout the College in K-6.</li> </ul>	<ul style="list-style-type: none"> <li>The College purchased two class sets of iPads which teachers utilise for engaging and stimulating lessons.</li> </ul>
	<ul style="list-style-type: none"> <li>Introduce online programs for Mathematics, English and Digital Technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Eggs, Mathletics and now Spelling City have been included as part of weekly homework tasks.</li> </ul>
	<ul style="list-style-type: none"> <li>Restructure the Language and Religious Education Department.</li> </ul>	<ul style="list-style-type: none"> <li>Each member of this department is now responsible for their subject area only.</li> </ul>
	<ul style="list-style-type: none"> <li>Begin revising the Language and Religious Education Department teaching programs for Arabic, Quran and Islamic Studies.</li> </ul>	<ul style="list-style-type: none"> <li>This was not actioned in 2018. LRE teachers will be provided with additional professional development in 2019 to allow the revision of existing programs to occur.</li> </ul>

<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>• Monitor and track reading progress for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• PM Benchmarking is conducted twice a year. Results are available online for teachers to access the following year. Results are used to track student achievement.</li> </ul>
	<ul style="list-style-type: none"> <li>• Implement and adopt marking rubrics for all Key Learning Areas across all stages as an assessment tool to identify achievements of specific criterion.</li> </ul>	<ul style="list-style-type: none"> <li>• Marking rubrics have been implemented across K-6 and utilised in all KLAs.</li> </ul>
	<ul style="list-style-type: none"> <li>• Revise and implement the student reporting system.</li> </ul>	<ul style="list-style-type: none"> <li>• Formative and summative assessment results are entered on a spreadsheet which formulates final grades. These final grades are used in semester 1 and 2 for reporting to parents.</li> </ul>
	<ul style="list-style-type: none"> <li>• Revise the Homework Policy and introduce online Homework for K-6.</li> </ul>	<ul style="list-style-type: none"> <li>• All K-6 teachers follow the same guidelines when administering homework. These include tasks from 3 online programs and hand written work in their homework books,</li> </ul>
	<ul style="list-style-type: none"> <li>• Implement new and effective formative and summative assessment strategies and practices and for these new procedures to be tracked electronically.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment plans have been implemented that track the formative and summative assessments that each grade undertakes. Following the assessments, student results are then entered electronically into a spreadsheet.</li> </ul>
<b>Staff Development</b>	<ul style="list-style-type: none"> <li>• Phonics / Phonemic Awareness – whole school training in phonemic awareness.</li> </ul>	<ul style="list-style-type: none"> <li>• This was not actioned in 2018 but is a target for 2019.</li> </ul>
	<ul style="list-style-type: none"> <li>• Whole school training in ‘Seven Steps to Writing’ for imaginative, persuasive and informative texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Years 3 and 5 implementing teaching strategies from the Seven Steps to Writing. Whole school PD session is planned for the beginning of 2019.</li> </ul>
	<ul style="list-style-type: none"> <li>• Train all staff as proficient NAPLAN markers to improve student engagement and subsequently, improve the students’ overall writing results.</li> </ul>	<ul style="list-style-type: none"> <li>• One staff member participated in NAPLAN marking 2018 to gain proficiency in marking. This staff member will conduct workshops with staff to upskill all staff members.</li> </ul>
	<ul style="list-style-type: none"> <li>• Continue regular peer observations and mentoring of colleagues to offer constructive criticism and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer observations were conducted twice a year which allowed teachers to share and discuss their teaching strategies.</li> </ul>
	<ul style="list-style-type: none"> <li>• Improve staff awareness and analysis of SMART data and implementation of strategies identified as whole school weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff were not exposed to the analysis of SMART data this year due to time constraints. This will be implemented in 2019.</li> </ul>
<ul style="list-style-type: none"> <li>• Discussion and collaboration amongst staff to continually grow and improve as a whole school.</li> </ul>	<ul style="list-style-type: none"> <li>• With ongoing discussions in staff meetings and professional development, as well as collaboration in preparing for major school events, staff have continued to grow and improve as a whole school.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Provide structured professional learning opportunities to better equip teachers to teach literacy and numeracy effectively through the use of Interactive Whiteboards and maximise learning opportunities of students.</li> </ul>	<ul style="list-style-type: none"> <li>• In house training was conducted on Apple classroom where teachers were taught to use the app to monitor student learning as well as facilitate their lessons. Furthermore, a discussion on a number of apps that could be utilised to improve Literacy and Numeracy was held and our IT department downloaded apps requested from each grade.</li> </ul>
	<ul style="list-style-type: none"> <li>• 'In house' professional development to be provided to target identified areas of weakness in literacy and numeracy. Follow-up meetings to discuss success of implementation of new initiatives/strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers met regularly to discuss the effectiveness of the apps downloaded onto the iPads to support Literacy and Numeracy. An in house PD on PM Benchmarking and its potential to improve literacy outcomes was also held.</li> </ul>
	<ul style="list-style-type: none"> <li>• Prepare for the implementation of the new NSW Science and Technology Syllabus for the National Curriculum in 2019.</li> </ul>	<ul style="list-style-type: none"> <li>• This will be completed in 2019.</li> </ul>
	<ul style="list-style-type: none"> <li>• Prepare for the implementation of the new NSW Personal Development, Health and Physical Education Syllabus for the National Curriculum in 2019.</li> </ul>	<ul style="list-style-type: none"> <li>• The implementation of this program will be in 2020.</li> </ul>
	<ul style="list-style-type: none"> <li>• Provide all teaching staff with Professional Development on the use of iPads in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff attended an informative induction on the use of iPads in the classroom.</li> </ul>
Facilities and Resources	<ul style="list-style-type: none"> <li>• Purchase new sporting equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Various sporting equipment was purchased prior to the Athletics Carnival.</li> </ul>
	<ul style="list-style-type: none"> <li>• Provide students with more sporting opportunities and facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• External providers conducted sport lessons each term. Students also attended swimming lessons at a local pool.</li> </ul>
	<ul style="list-style-type: none"> <li>• Begin upgrading computer hardware and software throughout the College.</li> </ul>	<ul style="list-style-type: none"> <li>• Some computers were replaced. Software was upgraded on all computers to allow for more space to save items. This included the Public Drive where all staff saved their files.</li> </ul>
	<ul style="list-style-type: none"> <li>• Purchase new resources aligned to the NSW English, Science, History and Geography Syllabus.</li> </ul>	<ul style="list-style-type: none"> <li>• Various hands on and textbook resources were purchased to assist teachers in delivering compliant lessons across all KLAS.</li> </ul>
	<ul style="list-style-type: none"> <li>• Continue to monitor the safety of students through underpinning areas within the College which may require attention and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• A WHS committee was established to monitor hazards around the school. When staff have a concern, they submit a WHS form to the committee who then refer it to the principal for action.</li> </ul>
	<ul style="list-style-type: none"> <li>• Upgrade and install wireless fidelity access points throughout the College for stronger internet connection in all classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• Wireless access points were fitted throughout the school to accommodate for the increased iPad usage.</li> </ul>
	<ul style="list-style-type: none"> <li>• Upgrade the College's sound system, including microphones and speakers.</li> </ul>	<ul style="list-style-type: none"> <li>• The College's sound system was upgraded with two new microphones.</li> </ul>

Extra-Curricular	<ul style="list-style-type: none"> <li>• Begin to align the Library program with the College’s Scope and Sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Many library resources were purchased that align with various themes in teaching programs.</li> </ul>
	<ul style="list-style-type: none"> <li>• Conduct a separate (K-2 and 3-6) parent workshop, led by the coordinator to provide parents with strategies, skills and information to support their child when reading at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent workshops were conducted to give parents strategies on how to assist their child with reading at home.</li> </ul>
	<ul style="list-style-type: none"> <li>• Introduce a Parent Information Night (PIN Night) for all parents with grade specific content.</li> </ul>	<ul style="list-style-type: none"> <li>• A K-2 and 3-6 PIN night was held at the start of the year to equip parents with vital information about the year ahead.</li> </ul>
	<ul style="list-style-type: none"> <li>• Introduce and conduct parent workshops for online homework.</li> </ul>	<ul style="list-style-type: none"> <li>• A parent workshop was held that explained each online homework program.</li> </ul>
	<ul style="list-style-type: none"> <li>• Purchase of literacy appreciation resources and more library texts for the students for all KLAs; including books listed on the Premier’s Reading Challenge List.</li> </ul>	<ul style="list-style-type: none"> <li>• Close to \$5000 of Literacy resources were purchased to enrich students’ love of reading.</li> </ul>
	<ul style="list-style-type: none"> <li>• Purchase classroom library sets for each class.</li> </ul>	<ul style="list-style-type: none"> <li>• A classroom set of readers was purchased for each class from Scholastic.</li> </ul>
	<ul style="list-style-type: none"> <li>• Introduce a ‘Giving Back to the Community’ program.</li> </ul>	<ul style="list-style-type: none"> <li>• Although we did not introduce an official program, the school participated in many events including Bandaged Bear Day, Australia’s Biggest Morning Tea and CanTeen day where funds were raised and donated.</li> </ul>
	<ul style="list-style-type: none"> <li>• A stronger emphasis in the roles and responsibilities of the Student Representative Council (SRC).</li> </ul>	<ul style="list-style-type: none"> <li>• Each term SRC members were given a different duty roster making them responsible for various activities and areas around the school. A weekly meeting was also held with the coordinator to discuss areas for improvement</li> </ul>
	<ul style="list-style-type: none"> <li>• Introduce a School Pledge or School Song.</li> </ul>	<ul style="list-style-type: none"> <li>• This was not actioned in 2018. It is a target for 2019.</li> </ul>
	<ul style="list-style-type: none"> <li>• Introduce an annual Anasheed Concert.</li> </ul>	<ul style="list-style-type: none"> <li>• The first Anasheed Concert was held to celebrate Eid. Each grade presented a song to family and friends.</li> </ul>
	<ul style="list-style-type: none"> <li>• Introduce an Islamic Art Expo.</li> </ul>	<ul style="list-style-type: none"> <li>• This was not actioned in 2018. It is a target for 2019.</li> </ul>
	<ul style="list-style-type: none"> <li>• Introduce competition processes for varying subjects within the College’s curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• During Literacy and Numeracy Week, various competitions were held to promote Literacy and Numeracy.</li> </ul>
Student Welfare	<ul style="list-style-type: none"> <li>• Revise and implement the Discipline Policy.</li> </ul>	<ul style="list-style-type: none"> <li>• This policy has been reviewed. A whole school reward system has been implemented that encourages good behaviour. The processes of suspension, expulsion and exclusion are now clearly explained.</li> </ul>

<ul style="list-style-type: none"> <li>• Revise and implement the Anti-Bullying Policy.</li> </ul>	<ul style="list-style-type: none"> <li>• This policy is now also reflected in the Discipline policy. Class and whole school discussions at Assemblies are now implemented as well as various incursions on anti-bullying.</li> </ul>
<ul style="list-style-type: none"> <li>• Begin to implement an Anti-Bullying program to combat bullying and cyberbullying.</li> </ul>	<ul style="list-style-type: none"> <li>• A couple of incursions were held which emphasised the consequences of bullying. These incursions included speakers as well as role plays.</li> </ul>
<ul style="list-style-type: none"> <li>• Review the College Canteen Menu and devise a new healthy menu for students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• New tenants rented the college canteen and as a result they implemented a healthy menu for both students and staff.</li> </ul>
<ul style="list-style-type: none"> <li>• Introduce a Peer Support program for Kindergarten and Year 6.</li> </ul>	<ul style="list-style-type: none"> <li>• This was not actioned in 2018. It is a target for 2019.</li> </ul>
<ul style="list-style-type: none"> <li>• Introduce a Reading Buddy Program for K-6.</li> </ul>	<ul style="list-style-type: none"> <li>• As part of Literacy and Numeracy Week, each class was given the opportunity to buddy up with another grade for reading.</li> </ul>

### ACHIEVEMENT OF PRIORITIES IDENTIFIED IN 2018 FOR ACHIEVEMENT IN 2019

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> <li>• Implement 'Seven Steps to Writing' to all Writing programs from K-6.</li> </ul>
	<ul style="list-style-type: none"> <li>• Draft and implement new Digital Technologies teaching programs for K-6.</li> </ul>
	<ul style="list-style-type: none"> <li>• Begin revising the Language and Religious Education Department teaching programs for Arabic, Quran and Islamic Studies.</li> </ul>
	<ul style="list-style-type: none"> <li>• Introduce Beebots into the classroom to facilitate teaching and learning of coding in Science &amp; Technology lessons.</li> </ul>
Staff Development	<ul style="list-style-type: none"> <li>• Prepare for the implementation of the new NSW Science and Technology Syllabus for the National Curriculum in 2019.</li> </ul>
	<ul style="list-style-type: none"> <li>• Prepare for the implementation of the new NSW Personal Development, Health and Physical Education Syllabus for the National Curriculum in 2019.</li> </ul>
	<ul style="list-style-type: none"> <li>• Whole school training in 'Seven Steps to Writing' for imaginative, persuasive and informative texts.</li> </ul>
	<ul style="list-style-type: none"> <li>• Improve staff awareness and analysis of SMART data and implementation of strategies identified as whole school weaknesses.</li> </ul>
Facilities and Resources	<ul style="list-style-type: none"> <li>• Purchase more sporting equipment to be well equipped for events such as the Athletics Carnival.</li> </ul>
	<ul style="list-style-type: none"> <li>• Subscribe to more Literacy and Numeracy programs which will support student learning and/or assessment.</li> </ul>
	<ul style="list-style-type: none"> <li>• Organise external sport providers to run different programs throughout the year that run in accordance to the Scope and Sequence.</li> </ul>
	<ul style="list-style-type: none"> <li>• Purchase Digital Technology resources to implement in Digital Technology lessons including Beebots and Scope IT.</li> </ul>

## THEME 11: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

At Al Hikma College we start our year by examining ways in which we can promote acts of kindness towards one another at school, at home and in the wider community. We dedicate a display board to record different acts of kindness in our daily lives. Kindness is thus a catalyst for respect and responsibility for all the initiatives that are undertaken at the College for the entire year.

The College wants all students to recognise that they are valued and are an integral part of the school community, with parents and staff providing the care and support that promote self-esteem, mutual respect and responsibility.

A strong emphasis was placed on the College's motto '*Wisdom | Knowledge | Character*' throughout the year. In 2018, the College focused on these qualities in their teaching and learning programs and even more so in our Religious Studies programs. Teachers understand the effectiveness of role modelling and thus strives to provide positive examples and role models to students. There was a strong focus on promoting these values in line with the Values for Australian Schooling.

Our Religious Studies program supports those values of kindness, respect for self and others and responsibility for one's own actions, resolving differences peacefully, contributing to society and caring for the environment. We endeavour to promote respect and understanding of differences amongst people and pay homage to the teaching of the Quran, in particular S49, v13 '*...and made you into nations and tribes, that ye may know each other (not that ye may despise each other).*'

Students participated in various events throughout the 2018 school year, some of which raised funds for those less fortunate in the community, while others focused on responsibility for our environment and others were celebrations promoting respect for our diverse nation. Al Hikma College takes pride in providing students with opportunities to experience, understand and participate in special events. Some of these events included opportunities for students to fundraise and raise awareness of particular organisations. These are listed below.

To begin the year, Al Hikma College ran a *Bandaged Bear Appeal* fundraiser on the 2<sup>nd</sup> March. Students participated enthusiastically in the appeal to raise funds for the Children's Hospital at Westmead. At the same time, the appeal enhanced students' understanding of illness and the role of hospitals as 'helpers in our community', a topic of learning for students.

*Harmony Day* was celebrated on 21<sup>st</sup> March whereby the College celebrated their Australian identity and the multicultural diversity which makes up Al Hikma College.

*Clean Up Australia Day* on 5<sup>th</sup> March emphasised our need to keep our environment clean and protect it from potential threats. Attention was given to the use of plastic bags and eradicating their use when shopping.

Special *ANZAC Day* and *Remembrance Day* Assemblies took place in April. These commemorative services and ceremonies paid tribute to the Australian soldiers who bravely represented their country. Students showed their respect by remembering the fallen soldiers who fought for Australia.

On the 14<sup>th</sup> April, *Australia's Biggest Morning Tea* was once again organised and run by teachers and students from the SRC. Breakfast is prepared and arranged for all students and the proceeds raised are donated to the Cancer Council Australia, an organisation dedicated to scientific research and holding prevention and support programs for a disease that affects so many people in our community. This is a small contribution to the magnificent work they do for cancer research.

On Thursday 21<sup>st</sup> September Al Hikma College marked the end of term by hosting a *Trivia and Movie Night*. Students were consumed with excitement to stay back at school and experience an evening at Al Hikma College. K-2 watched a movie voted by popular demand whilst 3-6 engaged in an exciting game of Trivia.

*Jeans for Genes Day* was also marked on Thursday 21<sup>st</sup> September to contribute to the Children's Medical Research Institute. Students from Kindergarten through to Year 6 viewed videos about *Jeans for Genes Day* and participated in activities which raised awareness about genetic diseases and the implications these have on people's lives.

Our annual *Islamic Book Fair* promotes reading, knowledge about Islam as a global religion and respect for the diversity within Islam and other world religions. This fair ran from the 4<sup>th</sup> to 15<sup>th</sup> June and students, parents and teachers were provided multiple opportunities to purchase.

Al Hikma College had the privilege to participate in the interschool *Spelling Bee* competition at Green Valley Islamic College on the 26<sup>th</sup> June. Our top spellers were selected to attend and compete against other Islamic schools. We have committed to making this an annual event.

The Holy month of *Ramadan* places a strong emphasis on self-discipline by displaying respectful behaviour to everyone at all times. It also allows students to self-reflect and appreciate the blessings which they may take for granted that others covet. In 2018, students participated in various Ramadan activities including a colouring competition and Islamic Studies Quiz. They also reached out to the wider community with performances and special assemblies.

Ramadan culminated with a very special *Eid* celebration turning our attention to those less fortunate than ourselves by giving generously to charities, thus emphasising our responsibility to others. *Abaya Day* and *Eid Fun Day* are some of the many events we host to call for a recognition and respect for the diverse cultures within our own community and the different ways these festivals are celebrated.

*Science Week* is always a big event at the College. We strive to promote scientific endeavours and respect for the environment through activities and projects and an interactive science display for parents and caregivers. We celebrate the wonders of science and invite parents to participate in activities and see the displays which students have made. In 2018 both students and teachers showed off their own science experiments throughout several show stopping performances. This is a regular event on our calendar and much enjoyed by the school community.

During *National Literacy and Numeracy Week*, we celebrate the wonders of books and information. Students participated in a range of activities including a Spelling Bee Competition, an Author visit, PRC book peer review session and a Maths Fun Day. The highlight is always the book parade where once again we invited our parent community to celebrate the students showcasing their contributions and interpretations of their favourite characters. This year we specifically asked students to dress as their favourite character from any one of Roald Dahl's books.

On the 18<sup>th</sup> September we introduced the *Krispy Kreme Fundraiser* to help raise funds for our stage 3 students' camp. It was a decadent and highly successful fundraiser.

Our *Annual Sports Athletics Carnival* emphasises the values of respect for self and others through fair play, cooperation and responsibility through a healthy and collaborative competition process, encouraging positive sportsmanship.

For the very first time, stage 3 students of Al Hikma College went to camp. It was such a fulfilling experience for students as it allowed them to identify their strengths and test their boundaries. With much success, we strive to make this an annual event.



Each year we aim to take students to swimming lessons and this year we were fortunate enough to have this program run for two weeks. This initiative not only teaches students how to swim but also encourages them to be active and informed citizens in their community where they learn how to be responsible and take precautions when it comes to water safety.

Combined with the initiatives listed above, we at Al Hikma prepare our students to become responsible and respectful members of our society. We strive to provide them with fulfilling and memorable experiences that they not only enjoy but also learn from.

## THEME 12: PARENT, STUDENT AND TEACHER SATISFACTION

The College encourages constructive criticism from staff, students and parents. The feedback is generally constructive, and the data gathered is considered further and recommendations deliberated on for implementation in 2019. Throughout the year, the school prides itself on its open-door policy and its open communication amongst students, staff and parents.

### PARENT SATISFACTION

The College is very proud of its 'open door policy' with parent involvement being very welcomed and encouraged. Parents are encouraged to communicate with teachers directly and the Principal through school email, phone calls and/or interviews.

In 2018 parents were surveyed during Term 2. The surveys confirmed that parents were satisfied with the overall school practices. Al Hikma College is committed to continued improvement therefore; the parents were asked to identify aspects of the school they would like to see improved. The suggestions from parents helped to shape the school goals and priorities for the year ahead.

98% of parents have expressed satisfaction with the administration staff and teachers, especially in the early stages of schooling where they are concerned about their children's independence at school and the care they enjoy from their teachers. 100% of parents were highly satisfied with the implementation of the Class Dojo application which provided them with a convenient and timely method to communicate with the Principal and teachers. Anecdotally, parents have expressed satisfaction with the school in the following areas:

- Supportive teachers and Principal
- Being able to see their children's progress
- Introduction of online programs to support students' learning
- The implementation of quality and research-based teaching and learning pedagogy
- Absence of widespread bullying

Parent information sessions were held throughout the school year to provide opportunities for contact and to familiarise parents and caregivers with the policies and procedures of the College. Parent teacher interviews were held twice, in Term 1 and Term 3, to encourage the engagement of parents and caregivers in the learning of their children. Parents were encouraged to meet with the teachers throughout the year to discuss the progress of their children. Increased attendance at information sessions for the compulsory online learning programs, Mathletics, Spelling City and Reading Eggs, and our information session on the launch of our iPads, highlighted the increasing level of support for these new learning initiatives.

The continued and increased support of parents was strongly felt by all staff members throughout the year. The involvement of parents in volunteering at the Eid Fun Day and on excursions, the attendance of parents at school functions and the contributions parents made towards school fundraising events affirmed the strong level of satisfaction and appreciation from the parents.

## STUDENT SATISFACTION

The College has an active Students' Representative Council (SRC) which organises various events and assists in the day to day operations of the College at a student level. Discussions throughout the year and reports included in the 2018 data collection, indicated that student satisfaction is also very positive. The students are proud of their achievements and are very proud members of the College and the wider Australian community.

The SRC provides a forum for student suggestions; which are tabled at the school executive level with the Principal. Students enjoyed a sense of authority; the voice of the student body was heard by all staff members. The SRC members successfully organised and managed several school events and initiatives such as the Bandage Bear fundraiser and the star class award.

The feedback from students is always interesting and valuable; the students were asked on many occasions to raise concerns and voice opinions on various school initiatives. In a recent survey the student commented that they would like to see more play facilities around the school. The college has since installed two basketball rings and a purchased artificial grass to create a miniature soccer field in the playground. 100% of students expressed that they felt safe at school and enjoyed coming to the college. The survey found that a significant number of students were satisfied with the teaching and learning methods used in their classrooms and felt confident in asking their teachers for help when they were struggling.

General informal feedback from staff indicated that students of Al Hikma College were satisfied and that they felt safe at school. Students believed that they were treated fairly and justly on all occasions. This was quite evident in 2018 with a positive average of ninety-three percent (93%) attendance record. Students are constantly involved in supportive and rich teaching and learning experiences as well as in extracurricular activities. Students often express themselves informally with the administrative staff, teaching staff and the College Principal about their positive engagement in these activities and events.

## STAFF SATISFACTION

Teachers have been working collegially, especially in the two stream grades and with the introduction of peer observations. They contribute to the ongoing journey of improvement through their ideas and cooperation.

Our school provides an open forum for staff to express any concerns and provide suggestions for improvement. The 2018 professional development program was designed and implemented to meet the new curriculum and to upskill our teachers to launch our new iPads in the classrooms. The active participation of all teachers during the professional development sessions illustrated a sense of commitment and appreciation. The professional development workshops heavily impacted on the teachers' classroom practices and curriculum plans. Through various appraisals it was evident that the professional development sessions had informed and influenced the teachers' practical and theoretical approaches. 100% of teachers expressed that they found that the professional development sessions had informed and influenced their practical and theoretical approaches. Most teachers also commented that they felt confident in implementing a range of new teaching and learning techniques in their classrooms.

Formal and informal feedback from teachers, constant discussions with the K-6 Coordinator and with the College Board Members indicated that during 2018, staff were generally very satisfied in all areas of the College, particularly in terms of relationships, staff morale, school operations, work roles and work value/recognition. Staff usually meet once a week in formal meetings where they may express their thoughts/ideas/concerns. Staff are also welcome to email or see the Principal in person for any matters that are causing them concern.

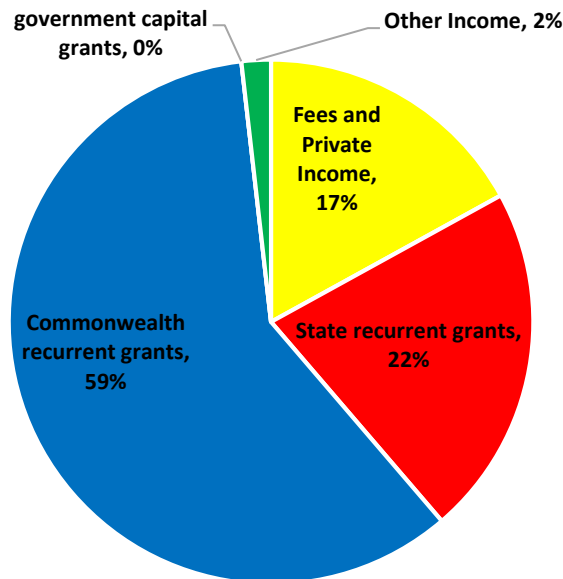
With continued growth and development, Al Hikma will continue to grow from strength to strength.

## THEME 13: SUMMARY FINANCIAL INFORMATION

### GRAPHIC ONE – RECURRENT/CAPITAL INCOME

Segments	Percentage %	Total \$
Fees and Private Income	17%	736,116
State Recurrent Grants	22%	941,280
Commonwealth Recurrent Grants	59%	2,576,612
Government Capital Grants	0%	0
Other Income	2%	78,420
<b>Total Income</b>	<b>100%</b>	<b>4,332,428</b>

#### Recurrent / Capital Income 2018



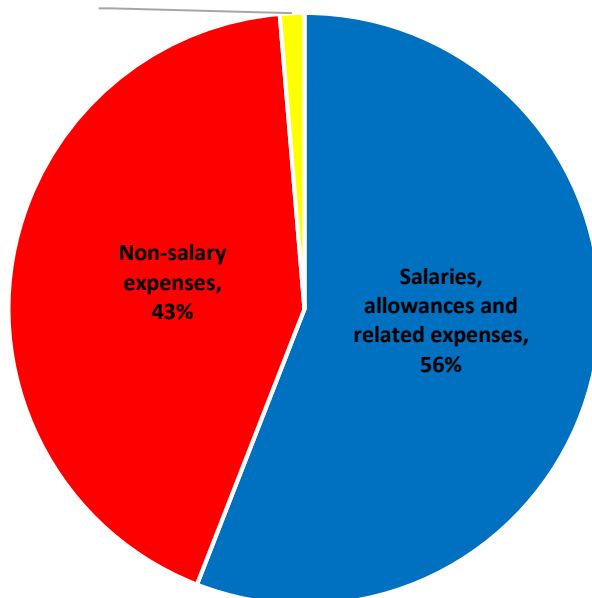
- Fees and Private Income
- State recurrent grants
- Commonwealth recurrent grants
- government capital grants
- Other Income

**GRAPHIC TWO – RECURRENT/CAPITAL EXPENDITURE**

Segments	Percentage %	Total \$
Salaries, Allowances and Related Expenses	56%	1,660,051
Non-Salary Expenses	43%	1,268,957
Capital Expenditure	1%	39,585
<b>Total Income</b>	<b>100%</b>	<b>2,968,593</b>

**Recurrent / Capital Expenditure 2018**

Capital expenditure, 1%



■ Salaries, allowances and related expenses   ■ Non-salary expenses   ■ Capital expenditure

## THEME 14: PUBLICATION REQUIREMENTS

### EDUCATIONAL AND FINANCIAL POLICY

#### POLICY

Al Hikma College has procedures in place to maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and the Australian Government Department of Education. This reporting includes participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school and requirements related to the provision of data to the Minister that is relevant to the Minister's annual report to Parliament on the effectiveness of schooling in the State or data that may be requested by the Minister from time to time.

#### PROCEDURES FOR ANNUAL REPORT

Procedures required for implementing the policy are as follows:

- the College Principal is responsible for co-ordinating the final preparation and distribution of the annual report to NESAs, the College Board and other stakeholders as required
- for each reporting area, the College Principal is responsible for the collection, analysis and storage of the relevant data and for providing the relevant information for inclusion in the report
- determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
- preparation of the report in an online or appropriate electronic form to provide to NESAs through *RANGS Online*
- the annual schedule for:
  - delivery of information for each reporting area to the person coordinating the report
  - preparation and publication of the report
  - providing annual report requirements in electronic form to NESAs on *RANGS Online* by 30 June 2019
  - public disclosure of the annual report within 6 months after the end of a year by making it available on the internet through the College website and on request in a form accessible by a person who is responsible for a student who is unable to access the internet by contacting the College's Administration Office.

#### PROCEDURES FOR REQUESTS FOR ADDITIONAL DATA

From time to time the Australian Government, through the Minister for Education, and the NSW Government, through the Minister for Education, may request additional information. To ensure that such requests are dealt with appropriately, the College Principal is responsible for the collection of the relevant data/information, coordinating the school's response and for ensuring provision of data/information requested by Minister(s) through the specified authority in an online or appropriate electronic format and to the NSW Educational Standards Authority (NESAs) in an appropriate electronic form by the due date.

#### ANNUAL FINANCIAL RETURN

The College Accountant and College Principal are responsible for completing the questionnaire. They are responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate form.

## ANNUAL REPORT

The College Principal will ensure that the annual report is submitted online to the NSW Educational Standards Authority (NESA) by the 30th June annually. It may be accessed on the College Website at <http://www.alhikma.nsw.edu.au> .

The Principal will also make arrangements to provide a hard copy of the report, on request, to a person who is responsible for a student and is unable to access the internet.

Provided below is the process for preparing the 2018 Annual Report. Reporting Themes/Areas are compiled as the data becomes available to the Principal by the 1st of June. The College Principal is responsible for uploading the Annual Report to the NSW Educational Standards Authority (NESA) by the 30<sup>th</sup> of June annually.

REPORTING AREA/THEME
<b>Theme 1</b>
<ul style="list-style-type: none"><li>• a message from key school bodies</li></ul>
<b>Theme 2</b>
<ul style="list-style-type: none"><li>• contextual information about the school</li><li>• characteristics of the student body</li></ul>
<b>Theme 3</b>
<ul style="list-style-type: none"><li>• student outcomes in standardised national literacy and numeracy testing.</li></ul>
<b>Theme 4 – Not Applicable</b>
<b>Theme 5</b>
<ul style="list-style-type: none"><li>• a summary of professional learning undertaken by teachers (as defined by the <i>Teacher Accreditation Act 2004</i>) during the year.</li><li>• accreditation status of all teaching staff (as defined by the <i>Teacher Accreditation Act 2004</i>) who are responsible for delivering the curriculum.</li><li>• summary of qualifications of teaching staff.</li></ul>
<b>Theme 6</b>
<ul style="list-style-type: none"><li>• workforce composition.</li></ul>
<b>Theme 7</b>
<ul style="list-style-type: none"><li>• student attendance rates for each Year level and the whole school.</li><li>• a description of how the school manages student non-attendance.</li></ul>
<b>Theme 8</b>
<ul style="list-style-type: none"><li>• the full text of the school's enrolment policies, including all prerequisites for continuing enrolment.</li></ul>

## REPORTING AREA/THEME

### Theme 9

- A summary of school policies for student welfare, anti-bullying, discipline and complaints and grievances.

### Theme 10

- priority areas for improvement as selected by the school for 2018 and achievement of those priorities.

### Theme 11

- actions undertaken by the school to promote respect and responsibility.

### Theme 12

- a description in plain language of parent, student and teacher satisfaction.

### Theme 13

- summary financial information.

### Theme 14

- Publication/information requirements:
  - Annual report provided to NESA on *RANGS Online*, **no later than 30 June 2019**.
  - Public disclosure by publishing the annual report, or its availability is advertised online (e.g. the school website) **no later than 30 June 2019**.
  - Report able to be provided to those unable to access the internet.
  - Policies and procedures to ensure availability of information to the Minister on request.

2018 Annual Report completed by



Mr Alan Khoder  
**PRINCIPAL**  
**AL HIKMA COLLEGE**