

AL HIKMA COLLEGE



ANNUAL REPORT 2019

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The 2019 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 started with five directors in the first half of the year then increased to six in the latter half, headed by the Chairperson of the governing body.

COLLEGE MOTTO

Wisdom | Knowledge | Character

AIMS AND VALUES

The College aims to:

- To provide a balanced educational platform guided by Australian and Islamic values and principles in the state of New South Wales.
- To 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.
- To invest in the life course of the individual student by cultivating the highest sense of civic duty, social awareness and moral integrity.
- To ensure that our students will enjoy a commitment to exciting and rigorous academic scholarship.
- To 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.
- To 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.
- To enhance a sense of self-empowerment and personal commitment for intellectual and educational pursuits while recognising and promoting appreciation for individual differences and diversity.
- To 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.
- To cultivate skills and abilities in using a wide range of technologies and be mindful of its academic and social implications.
- To promote respect and a sense of responsibility for the natural environment in their community, nationally and globally.
- To 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.
- To cultivate, recognise and respect the opinions and contributions of child, parent and teacher.

- To reinforce initiative and confidence, critical thinking and creative approaches to problem-solving.
- To emphasise values of good citizenship through community service, civic awareness and development of leadership potential.
- The College ethos will establish a safe, secure and compassionate academic environment designed to develop the highest potential of students and promoting intellectual wellbeing.
- To promote and provide facilities and opportunities for extracurricular activities such as creative arts and physical education activities pursuits.
- To 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 reach their personal best on an academic and social front. 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 all stages. The school has grown to 369 students.

The school strives 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 Australian citizens.

Al Hikma College encourages its students to get participate and engage in a wide range of community events. We provide the platform for our students to support and play an active role in community run projects. We believe it is important for our students to feel connected to the College through positive relationships, a sense of community, and participation in extracurricular opportunities. This is the message that we strive to continuously convey to our students from their first day of school to their very last.

Our staff recognise 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 is what underpins all the efforts and decisions made by executive and teaching staff on a daily basis. All major research shows that parent involvement is vital for children's success. At Al Hikma College we encourage our parents to play an active role in their child's education and ensure that there is always regular and constructive communication channels between our parents and staff.

Board Chairman
Al Hikma College

MESSAGE FROM THE COLLEGE PRINCIPAL

This year is my first year of service at Al Hikma College. I began my role as the principal of Al Hikma College on the 28th of January 2020. I have inherited the leadership role with a history of success and sound management. I am pleased to have been given the opportunity to continue and build upon the successes of my predecessors. I do like to acknowledge the hard work and dedication of both Ms. Gamiendien as well as Mr. Khoder who have both helped in setting up a strong foundation for the college. I wish them both success and prosperity in their future roles.

I am also pleased to have the aid of two capable coordinators Ms. William and Ms. Akamatis who have both been serving the college for several years. Both coordinators are instrumental in ensuring the implementation of the curriculum with the highest level of professionalism.

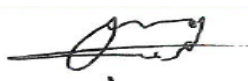
I take on this new leadership role with over 20 years of teaching and leadership roles in various public and private schools. I started my career as a mathematics teacher before assuming various head teacher roles as well student welfare responsibilities. I gained the majority of my experience in a secondary school setting; however, I am confident that I have the necessary skills to continue to build upon the success that Al Hikma College has achieved thus far.

During my leadership period I aim to implement and enhance the following areas.

- Ensure that the college shares and follows a uniform, clear and documented vision. This vision is to be developed in collaboration with all staff members, student representative body as well as parents. The vision is also to be communicated to all stakeholders and acted upon in the decision-making process at all levels.
- Ensure high standards are met by staff and students in all areas of schooling. This applies to students and staff punctuality, professional dress code, academic excellence as well as a high sense of community engagement. This, in line with the school ethos to always strive for excellence and perfection in all aspects of school life.
- Provide a platform of support for students of all abilities and backgrounds. I aim to introduce a comprehensive support program to cater for all students' needs and based on reliable data gathered from various sources. This is to be developed and implemented in collaboration with the college's support department and parents to ensure that all stakeholders understand their role in supporting our students. This is to also be complimented by an enrichment program to recognise and encourage the ability of our students to grow and excel both academically and socially.
- Encourage students to engage in a range of community and voluntary events. This is by ensuring that the college builds strong networks with our local community leaders to provide a wide range of programs for our students to participate in. Such programs will help students excel in their areas of interest as well as feel a sense of belonging in the wider community.

I believe school is where all students have their first opportunity to realise and explore their interests and dreams, hence it is crucial that they are provided with the right tools, support and guidance to fulfil their potential.

Mr. Omar Merheb



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 is a steady increase in the number of students since the inception of the College. There has been an increase from 314 students in 2018 to 369 students in 2019. In 2019 there were 2 Early Stage 1 classes, 4 Stage 1 classes, 4 Stage 2 classes and 3 Stage 3 classes.

The College has 369 students. 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 this policy leads 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 2019, 369 students were enrolled, 166 boys and 203 girls. Enrolment figures as reported at the end of the 2019 school year represented an increase of 55 students compared to enrolment figures for 2018.

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. 92% 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 in 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 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 2019

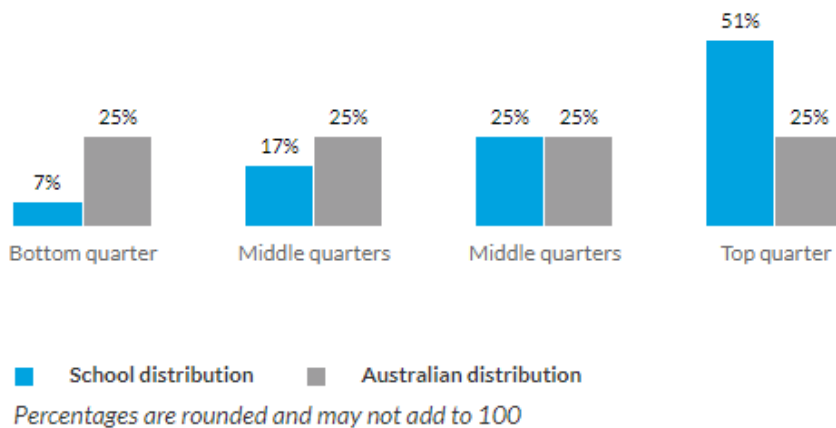
School sector	Non-government
School type	Primary
Year range	K-6
Location	Major Cities
Enrolments	369

STUDENT BACKGROUND 2019

Index of Community Socio- Educational Advantage (ICSEA)

School ICSEA value	1117
Average ICSEA value	1000
Data source	Parent information

Distribution of students



STUDENTS 2019

Total enrolments: 369

Boys 166

Girls 203

Full-time equivalent enrolments: 369.0

Indigenous students 0 %

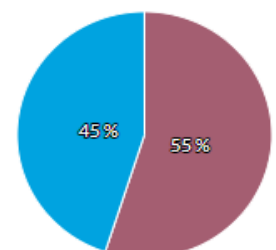
Language background other than English 92 %

Students

Total enrolments: 369

Boys 166

Girls 203



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 were very proud of the improved results in the 2019 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 enable them 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), and through the decisions of the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) (<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	549 530 - 568		460 444 - 476		510 492 - 527		574 554 - 594		477 461 - 493	
	SIM 479	ALL 432	SIM 446	ALL 423	SIM 457	ALL 419	SIM 490	ALL 440	SIM 445	ALL 408
Year 5	569 549 - 589		513 494 - 532		568 549 - 586		651 630 - 673		580 563 - 598	
	SIM 532	ALL 506	SIM 490	ALL 474	SIM 526	ALL 501	SIM -	ALL 499	SIM 521	ALL 496

Al Hikma College's average when compared to schools with similar students is:	How to read and interpret the above table:												
<table border="1" style="width: 100%;"> <tr><td style="background-color: #008000;"></td><td>Well above</td></tr> <tr><td style="background-color: #90EE90;"></td><td>Above</td></tr> <tr><td style="background-color: #FFFFFF;"></td><td>Close to</td></tr> <tr><td style="background-color: #FFC0CB;"></td><td>Below</td></tr> <tr><td style="background-color: #FF0000;"></td><td>Well below</td></tr> <tr><td style="background-color: #A9A9A9;"></td><td>No comparison available</td></tr> </table>		Well above		Above		Close to		Below		Well below		No comparison available	<p>The diagram illustrates the interpretation of the table. A box represents the 'Selected school's average' at 366, with a 'Margin of error at 90% level of confidence' range of 354-378. Below this, two boxes represent benchmarks: 'SIM' (391, 383-399) for 'Schools with similar students' and 'ALL' (398) for 'For all Australian schools'.</p>
	Well above												
	Above												
	Close to												
	Below												
	Well below												
	No comparison available												
<ul style="list-style-type: none"> • average of schools serving students from statistically similar socio-educational backgrounds (SIM box) • average of all Australian schools (ALL box) 													

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 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 2019 includes:

- 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 2019:

Description of Professional Learning Activity	No of Staff Attended
1. Child Protection	25
2. Assessment Record Keeping	17
3. Making Classroom Observations and Providing Feedback	1
4. First Aid	30
5. Lesson Observation Feedback and Teacher Appraisals	16
6. How to conduct a PM Benchmark Assessment	16
7. WHS Policies & Procedures Worksop	22
8. How to Conduct a Successful and Positive Parent/Teacher Interview	17
9. Planning and Programming: PDHPE Syllabus K-6	14
10. Apple Classroom for Ipads	22
11. WHS Policies & Procedures Worksop	17
12. Reading Eggs Refresher	17
13. Mathletics Refresher	17
14. Oxford Owls Familiarisation	17
15. Literacy Pro Familiarisation	5
16. Reading to Learn Across the KLAs	1
17. Planning and Programming: Science Syllabus K-6	14

TEACHER ACCREDITATION

Level of Accreditation	Number of Teachers
Conditional	2
Provisional	13
Proficient Teacher	7
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	22

TEACHER QUALIFICATIONS

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>	22
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:

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 with 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.

In 2019, Al Hikma did not have any indigenous employees of Aboriginal or Torres Strait Islander background. The remainder of our staff were from a wide variety of different cultural and religious backgrounds. Please refer to <http://www.myschool.edu.au> for more information.

School Staff 2019	
Teaching staff	22
Full-time equivalent teaching staff	19.2
Non-teaching staff	7
Full-time equivalent non-teaching staff	3.5

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	93%
Year 2	93%
Year 3	93%
Year 4	93%
Year 5	93%
Year 6	93%
Whole School	93%

Ninety-three percent (93%) of students attended school on average each school day in 2019. This was the same daily attendance as 2018.

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.
- Student absences is identified and recorded in a consistent manner by the staff member responsible such as the class teacher, Curriculum Coordinator or the administration staff.
- Student absences are marked in the attendance register on Sentral.
- Unexplained absences is followed up in an appropriate manner with the student and/or their parent or guardian.
- Administration staff 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 also includes 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 can grant leave for approved circumstances whereby parents or legal guardians complete request for leave form titled *Application for Extended Leave - Travel*. A *Certificate of Extended Leave - Travel* is to be issued to families if leave is granted. A letter declining the application is to be issued if the leave is considered not to be in the student's best interest.

THEME 8: ENROLMENT POLICIES

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 on 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.

Procedures

- All applicants must fill in an Application Form and pay a non-refundable Application Fee of **\$50.00**
- 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 all **additional fees** are payable
- **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. 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
- The school 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 Day.
- Wearing the full College uniform correctly is compulsory and parents agree to support the 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 2019	ACCESS TO FULL TEXT
<p>Student Welfare</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"> • meet the personal, social and learning needs of students • provide early intervention programs for students at risk • develop students' sense of self-worth and foster personal development. 	<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 visiting the school website: http://alhikma.nsw.edu.au/</p>
<p>Anti-bullying</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 reflected in the Discipline policy. Class and whole school discussions at assemblies are continuously implemented as well as various incursions on anti-bullying.</p>	<p>Full text available by visiting the school website: http://alhikma.nsw.edu.au/</p>
<p>Discipline</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. Whole school reward system is implemented that encourages good behaviour. The processes of suspension, expulsion and exclusion are clearly explained.</p>	<p>Full text available by visiting the school website: http://alhikma.nsw.edu.au/</p>
<p>Complaints and Grievances</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 clarifies processes and procedures in place and remains unchanged.</p>	<p>Full text available by visiting the school website: http://alhikma.nsw.edu.au/</p>

THEME 10: SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

ACHIEVEMENT OF PRIORITIES IDENTIFIED IN 2018 FOR ACHIEVEMENT IN 2019

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> Implement <i>Seven Steps to Writing</i> to all Writing Programs from K-6 	<ul style="list-style-type: none"> 2-6 programs now implement <i>Seven Steps to Writing</i> however due to its complexity, K-1 are still using current programs
	<ul style="list-style-type: none"> Draft and implement new Digital Technologies teaching programs for K-6 	<ul style="list-style-type: none"> This was not actioned in 2019 but is a target for 2020
	<ul style="list-style-type: none"> Begin revising the Language and Religious Education Department teaching programs for Arabic, Quran and Islamic Studies 	<ul style="list-style-type: none"> This was not actioned in 2019 but is a target for 2020
	<ul style="list-style-type: none"> Introduce Beebots into the classroom to facilitate teaching and learning of coding in Science and Technology lessons 	<ul style="list-style-type: none"> This was not actioned in 2019 but is a target for 2020
Staff Development	<ul style="list-style-type: none"> Prepare for the implementation of the new NSW Science and Technology Syllabus for the National Curriculum 	<ul style="list-style-type: none"> All staff attended the PD and have begun writing and teaching programs that implement the new NSW Science and Technology Syllabus for the National Curriculum
	<ul style="list-style-type: none"> Prepare for the implementation of the new NSW Personal Development and Physical Education Syllabus for the National Curriculum 	<ul style="list-style-type: none"> All staff attended the PD and have begun writing and teaching programs that implement new NSW Personal Development and Physical Education Syllabus for the National Curriculum
	<ul style="list-style-type: none"> Whole school training in <i>Seven Steps to Writing</i> for imaginative, persuasive and informative texts 	<ul style="list-style-type: none"> A PD was conducted that summarized the program however a continuation is needed in 2020
	<ul style="list-style-type: none"> Improve SMART awareness and analysis of SMART data and implementation of strategies identified as whole school weaknesses 	<ul style="list-style-type: none"> A senior staff member analysed SMART data with an external consultant and reported feedback to staff
Facilities and Resources	<ul style="list-style-type: none"> Purchase more sporting equipment to be well equipped for events such as the Athletics Carnival 	<ul style="list-style-type: none"> Various sporting equipment was purchased prior to the Athletics Carnival
	<ul style="list-style-type: none"> Subscribe to more Literacy and Numeracy programs which will support student learning and/or assessments 	<ul style="list-style-type: none"> Subscriptions continued for Reading Eggs, Mathletics, Oxford Owls and Spelling City. Teach Starter and Inquisitive were also added subscriptions to support student learning and/or assessments

	<ul style="list-style-type: none"> Organise external sports providers to run different programs throughout the year that are in accordance with the Scope and Sequence 	<ul style="list-style-type: none"> A different external provider was brought in each term to teach PE programs for K-6 which aligned with the Scope and Sequence
	<ul style="list-style-type: none"> Purchase Digital Technology resources to implement in Digital Technology lessons including Beebots and Scope IT 	<ul style="list-style-type: none"> This was not actioned in 2019 but is a target for 2020

ACHIEVEMENT OF PRIORITIES IDENTIFIED IN 2019 FOR ACHIEVEMENT IN 2020

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> Draft and implement new Digital Technologies teaching programs for K-6
	<ul style="list-style-type: none"> Utilise more technology to assist with learning
	<ul style="list-style-type: none"> Begin revising the Language and Religious Education Department teaching programs for Arabic, Quran and Islamic Studies
	<ul style="list-style-type: none"> Introduce Beebots into the classroom to facilitate teaching and learning of coding in Science and Technology lessons
	<ul style="list-style-type: none"> Review Science, Geography and History programs
	<ul style="list-style-type: none"> Implement more hands on and engaging methods of teaching
Staff Development	<ul style="list-style-type: none"> Continue with whole school training in <i>Seven Steps to Writing</i> for imaginative, persuasive and informative texts
	<ul style="list-style-type: none"> Make all staff aware of the importance of SMART data analysis and implementation of strategies identified as whole school weaknesses
	<ul style="list-style-type: none"> Continue regular peer observations and mentoring of colleagues to offer constructive criticism feedback
	<ul style="list-style-type: none"> Discussion and collaboration amongst staff to continually grow and improve as a whole school
	<ul style="list-style-type: none"> 'In house' professional development to target teacher's interests. Feedback to be presented to all staff
	<ul style="list-style-type: none"> Provide staff with Beebots or Robotics/Coding training
	<ul style="list-style-type: none"> Implement a peer appraisal system
Student Achievement	<ul style="list-style-type: none"> Monitor and track progress of all students, particularly in Literacy, Numeracy and Science
	<ul style="list-style-type: none"> Implement a K-6 enrichment program to provide support to less able students
Facilities and Resources	<ul style="list-style-type: none"> Purchase Digital Technology resources to implement in Digital Technology lessons including Beebots and Scope IT
	<ul style="list-style-type: none"> Purchase resources to assist with the teaching of Arabic, Quran and Islamic Studies
	<ul style="list-style-type: none"> Purchase enriching resources to occupy students during recess and lunch times

Extra-Curricular

- Introduce a 'Giving back to the community' program
- Restructure the Student Representative Council (SRC) to give them more responsibility
- Revise and implement the Discipline Policy
- Introduce a Kindergarten Orientation program whereby new students will spend a few sessions familiarising themselves with the expectations of Kindergarten

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. 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 strive to be positive examples and role models to students. As always, there was a strong focus on promoting these values in line with the Values for Australian Schooling.

Our daily assemblies focus on a weekly value. These values are explained in depth and then further discussed in the classroom. Students are provided with examples of what these values look like in reality and are encouraged to act on them themselves. Students share their experiences and understandings of implementing these values in their daily lives.

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 2019 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 hosted the *SRC inauguration* with Mr Jihad Dib as guest speaker. Mr Dib spoke to the students about the important role of responsibility they were to demonstrate. These responsible qualities would in turn ensure students become great leaders in the future.

In the week beginning 4th March, *Life Education* visited the school and ran grade appropriate sessions on taking responsibility of students' bodies and general health. Students demonstrated excellent respect for themselves and their peers.

On the 8th March, the annual *Bandaged Bear Appeal* fundraiser was held. 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.

Rather than Harmony Day, *Harmony Week* was celebrated whereby the College celebrated their Australian identity and the multicultural diversity which makes up Al Hikma College.

On the 29th March, the College went into complete darkness for *Earth Hour*. During recess and lunch times, all lights in the classrooms and corridors were switched off. Students learnt about respecting our precious Earth and not take things for granted.

On the 1st April, our Kindergarten students enthusiastically took part in the *Chicks program*. Incubators and eggs were set up in both classes with students learning the skills of being responsible for a pet. They cared for the eggs and watched in awe as they hatched. This gave them a greater appreciation of the animal world.

The first ever *ANZAC ceremony* was held at school on the 29th April led by ex-servicemen from Lakemba RSL. As part of a traditional Dawn Service students listened to The Last Post, after which they observed a full minute's silence. Both the New Zealand and Australian national anthems were played out of respect for the soldiers who represented both countries. Finally, as a school, the meaning of ANZAC and the spirit in which we respect and celebrate this day was discussed.

On 3rd May Al Hikma College was very excited to be involved in Australia's Biggest Morning Tea for another year in a row. Like many other people around Australia during the month of May, the students united through a whole school morning tea to enjoy the delicious food they purchased. Every dollar raised through their orders helped fund Cancer Council's life-saving research, prevention, support programs, and information.

Our annual *Islamic Book Fair* promoted reading, knowledge about Islam as a global religion and respect for the diversity within Islam and other world religions.

The Holy month of *Ramadan* played a strong emphasis on self-discipline by displaying respectful behaviour to everyone at all times. It also allowed students to self-reflect and appreciate the blessings which they may take for granted that others covet. Students participated in various Ramadan activities and 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. This also was a recognition and respect for the diverse cultures within our own community and the different ways these festivals are celebrated.

On the 20th June, 6 senior students bravely represented the College in an interschool *debating competition*. Taking on the affirmative side, they versed Arkana College on the topical issue of *Cooking classes should be made compulsory in school*. Although they didn't make it into the finals, they sure put up a great debate. Not only were they the first ever selected debating team to represent the school but they also exhibited remarkable courage.

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 celebrated the wonders of science and invited parents to participate in activities and see the displays which students made. This was a regular event on our calendar and much enjoyed by the school community.

During *National Literacy Week*, we celebrated the wonders of books and information. Students participated in a range of activities including a Spelling Bee Competition and PRC book peer review session. 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.

The fun of *National Numeracy Week* began on the 9th September with Maths Trails for both K-2 who attended Taronga Zoo and Years 3-6 attending Luna Park. Both excursions were given a booklet of questions to complete whilst enjoying both venues. The students showed responsibility by challenging themselves in answering the Maths trail questions and further bonding as a grade to reach the answers.

On 22nd October Year 5 and Year 6 were invited to attend Unity Grammar College in Austral for their first *Synergy Gala Day*. The aim of the Gala Day was to build connections and friendship bonds between all students in Stage 3 from both schools and see how they work together to meet a common goal. The day allowed all students to strengthen their social skills and ability to step outside their comfort zones to meet, interact and respect others from different schools.

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

The final event in December was the *Stage 3 camp* to Berry. Year 5 and 6 students enjoyed a three-day getaway bursting with activities and challenges to strengthen their resilience and build confidence, respect and responsibility among each other.

Finally, Al Hikma College has a values-based program for our students in K-6 that address the core values we as Australians would be proud to reflect. Combined with the initiatives listed above, we prepare our students to become responsible and respectful members of our society.

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 2020. Throughout the year, the school prides itself on its open-door policy and its open communication amongst students, staff and parents.

The College is very proud of its 'open door policy' with parent involvement and is very welcomed and encouraged. Parents are encouraged to communicate with teachers directly and the Principal or K – 6 Curriculum Coordinator through school email, Class Dojo, phone call and/or interview.

The Principal and K – 6 Curriculum Coordinator also meets with individual parents regularly to determine areas of concern. This is an important vehicle by which to gauge the level of parent satisfaction. One of the avenues for parents to express their level of satisfaction or dissatisfaction is through constant random parent/teacher interviews and the formal parent/teacher interviews which are held twice annually. The level of parent involvement in College based events is high and discussions throughout the year indicated that parent satisfaction is extremely positive.

The College continued to enjoy a growth of student population. The College also maintained a warm community feel, despite the growth, which is much appreciated by parents. 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. Parents support school initiatives throughout the year and enjoy the events we organise. Our annual presentation day is very well attended and anticipated, as we showcase students' entertainment items and presentations as well as celebrating the academic achievement of all our students.

The College has an active Students' Representative Council (SRC) which organises various events and assist in the day to day operations of the College at a student level. Discussions through fortnightly meetings, 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.

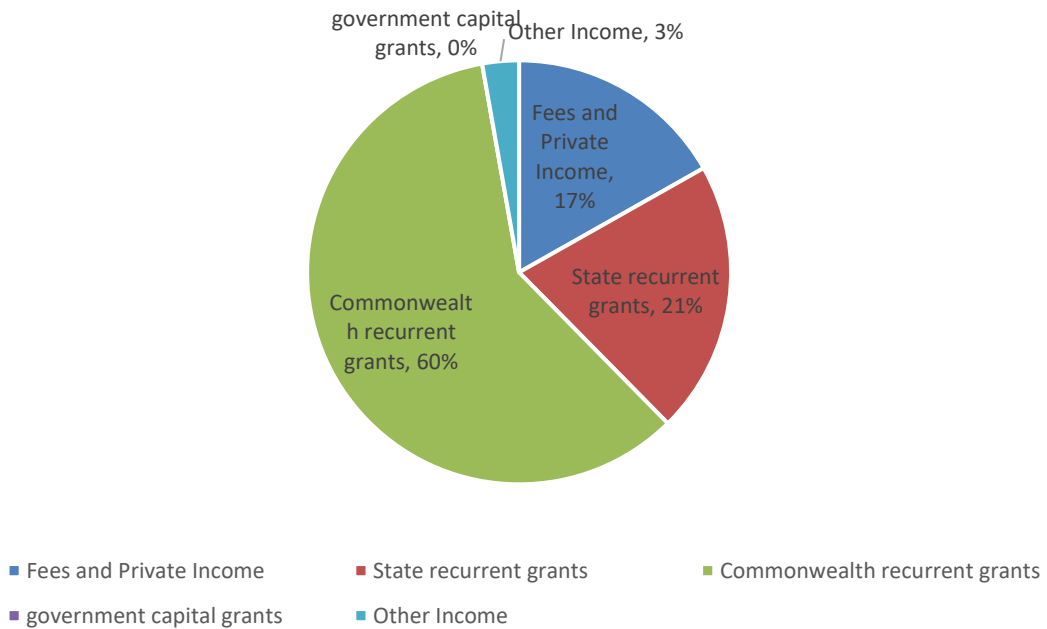
General informal feedback from staff indicated that students of Al Hikma College were satisfied and that they felt safe at school. This was quite evident in 2019 with a positive average of ninety-three percent (93%) attendance record. Students were constantly involved in supportive and rich teaching and learning experiences as well as extracurricular activities. Students would often express themselves informally with the administrative staff, teaching staff and the College Principal about their positive engagement in these activities and events.

Formal and informal feedback from teachers, indicated that during 2019, staff were generally satisfied, particularly in terms of relationships, staff morale, work roles and work value/recognition. Staff usually meet once a week in formal meetings where they express their thoughts/ideas/concerns. Staff are also welcome to see the Principal or K-6 Curriculum Coordinator for any matters that are causing them concern.

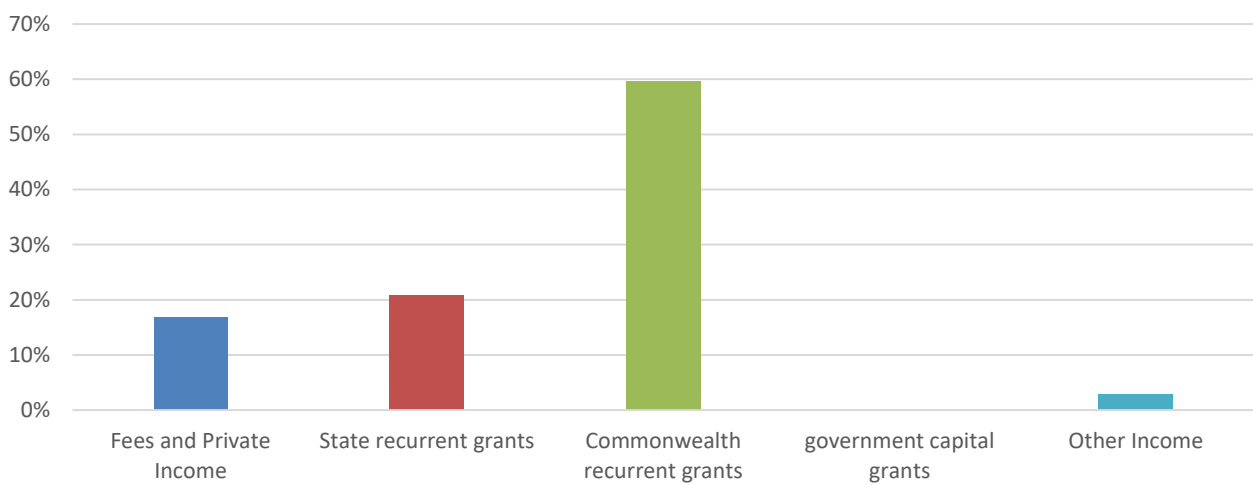
THEME 13: SUMMARY FINANCIAL INFORMATION

GRAPHIC ONE – RECURRENT/CAPITAL INCOME

Recurrent / Capital Income 2019

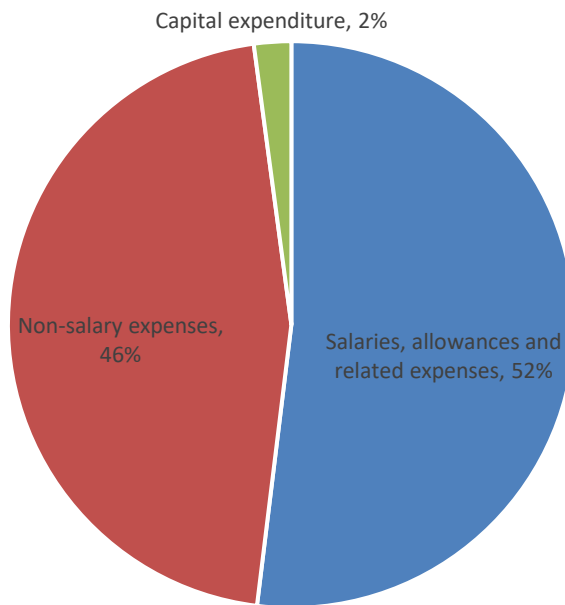


Recurrent / Capital Income 2019



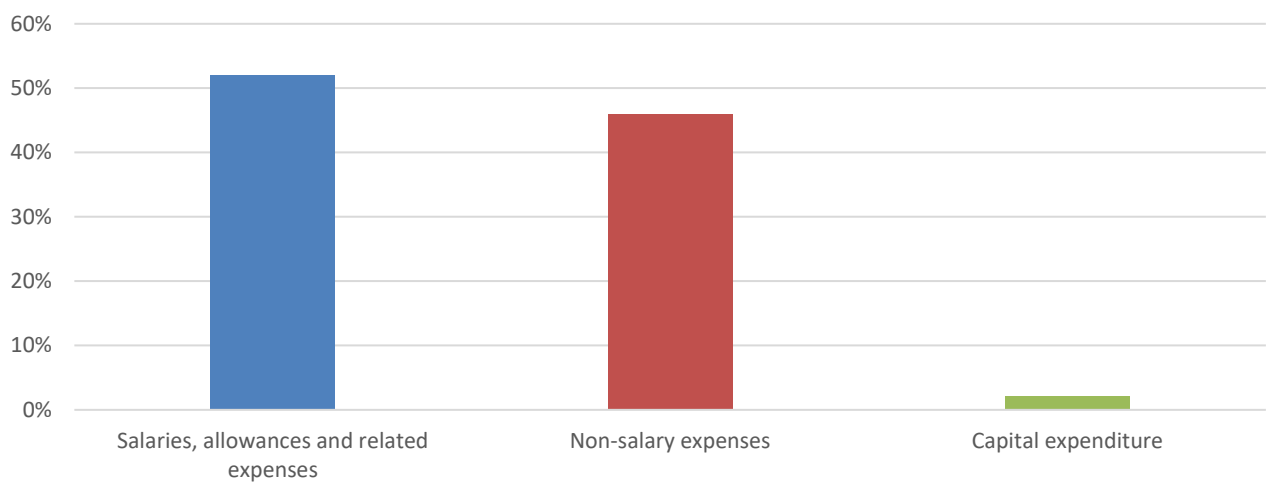
GRAPHIC TWO – RECURRENT/CAPITAL EXPENDITURE

Recurrent / Capital Expenditure 2019



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

Recurrent / Capital Expenditure 2019



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 NESA, 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 NESA 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
 - 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 (NESA) 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 9th October. It may be accessed on the College Website at <http://www.alhikma.nsw.edu.au> .

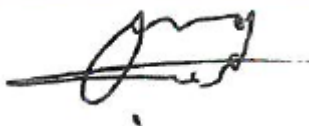
The Principal will also make arrangements to provide a hard copy of the report, on request, to a person who is responsible for a student and is unable to access the internet.

Provided below is the process for preparing the 2019 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 9th of October.

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

REPORTING AREA/THEME
Theme 9
<ul style="list-style-type: none"> • A summary of school policies for student welfare, anti-bullying, discipline and complaints and grievances.
Theme 10
<ul style="list-style-type: none"> • priority areas for improvement as selected by the school for 2018 and achievement of those priorities.
Theme 11
<ul style="list-style-type: none"> • actions undertaken by the school to promote respect and responsibility.
Theme 12
<ul style="list-style-type: none"> • a description in plain language of parent, student and teacher satisfaction.
Theme 13
<ul style="list-style-type: none"> • summary financial information.
Theme 14
<ul style="list-style-type: none"> • Publication/information requirements: <ul style="list-style-type: none"> ○ Annual report provided to NESA on <i>RANGS Online</i>, no later than 9th October 2020. ○ Public disclosure by publishing the annual report, or its availability is advertised online (e.g. the school website) no later than 9th October. ○ 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.

2019 Annual Report completed by



Mr Omar Merheb
PRINCIPAL
AL HIKMA COLLEGE