

AL HIKMA COLLEGE



ANNUAL REPORT 2017

EDUCATIONAL AND FINANCIAL REPORTING FOR AL HIKMA COLLEGE 2017

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The 2017 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:

- 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 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 a single Stage 3 stream. The school has grown to 309 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 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.

Board Chairman
Al Hikma College

MESSAGE FROM THE COLLEGE PRINCIPAL

I was appointed the role of Principal of Al Hikma College in late 2017 and assumed the role in January 2018. I can truly say that I am overwhelmed with pride and joy at the continued success of the College throughout 2017 under the leadership and directive of my predecessor, Ms Gamieldien. It is an appropriate time 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 Ms Gamieldien; 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 that these executive staff members have delivered throughout their years at the college and although Ms Gamieldien will not be with us in 2018, I wish her nothing but success in and all the very best in her future endeavours.

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 may help you better understand 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 2018.

Mr Alan Khoder

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 289 students in 2016 to 309 students in 2017. In 2017 there were 2 Early Stage 1 classes, 4 Stage 1 classes, 4 Stage 2 classes and 2 Stage 3 classes.

The College has 309 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 2017, 309 students were enrolled, 130 boys and 179 girls (August 2017 census figures). Enrolment figures as reported at end of the 2017 school year represented an increase of 20 students or 7% when compared to enrolment figures for 2016.

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. 90% 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, 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 2017

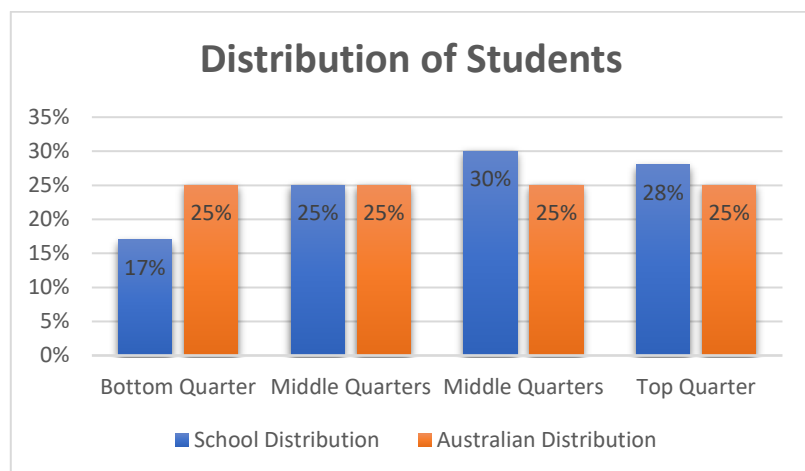
School sector	Non-government
School type	Primary
Year range	K-6
Location	Major Cities
Enrolments	309

STUDENT BACKGROUND 2017

Index of Community Socio- Educational Advantage (ICSEA)

School ICSEA value	1052
Average ICSEA value	1000
Data source	Parent information

Distribution of students



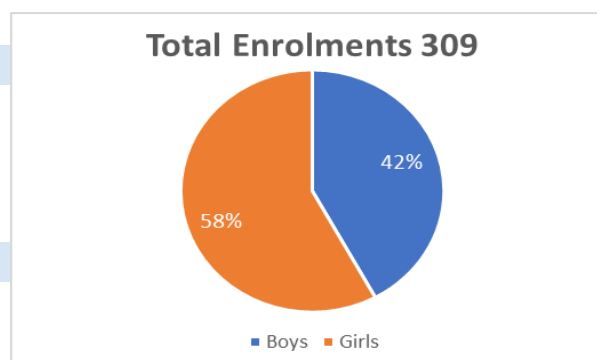
STUDENTS 2017

Total enrolments: 309

Boys	130
Girls	179

Full-time equivalent enrolments: 309.0

Indigenous students	0 %
Language background other than English	90 %



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 2017 National Assessment Plan for Literacy and Numeracy (NAPLAN) assessments. In most 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), 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		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	442 424 - 460		448 433 - 463		481 435 - 498		470 451 - 490		422 407 - 438	
	SIM 445 436 - 454	ALL 431	SIM 442 416 - 432	ALL 414	SIM 427 419 - 436	ALL 416	SIM 450 440 - 460	ALL 439	SIM 418 410 - 426	ALL 409
Year 5	500 470 - 530		468 439 - 496		511 483 - 539		502 469 - 534		489 464 - 513	
	SIM 514 506 - 523	ALL 506	SIM 480 472 - 489	ALL 473	SIM 514 496 - 512	ALL 501	SIM 508 499 - 517	ALL 499	SIM 500 492 - 508	ALL 494

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; width: 20px;"></td> <td>substantially above</td> </tr> <tr> <td style="background-color: #90EE90; width: 20px;"></td> <td>above</td> </tr> <tr> <td style="background-color: #FFFFFF; width: 20px;"></td> <td>close to</td> </tr> <tr> <td style="background-color: #F08080; width: 20px;"></td> <td>below</td> </tr> <tr> <td style="background-color: #FF0000; width: 20px;"></td> <td>substantially below</td> </tr> </table>		substantially above		above		close to		below		substantially below	<div style="text-align: center;"> <p>Selected school's average</p> </div>
	substantially above										
	above										
	close to										
	below										
	substantially below										
<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 2017 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 2017:

Description of Professional Learning Activity	No of Staff Attended
1. Literacy Planet Overview	13
2. Child Protection	15
3. Differentiation in the classroom: a proactive, common sense approach	13
4. Assessment for, as and of Learning in K-6	10
5. NESA Registration Workshop	1
6. Lesson observation and feedback	2
7. Designing an effective scope and sequence K-6	1
8. School communities working together online module	1
9. Internet safety	13
10. Pathway to Accreditation	9
11. Human Connections	11
12. How to conduct a PM Benchmark Assessment	14
13. Formative Vs Summative Assessments	13
14. Rubric Based Assessments	13
15. NAPLAN Marking Guide	13
16. WHS Policies & Procedures Worksop	17
17. MultiLit	2
18. MiniLit	2
19. Updates to Sentral School Administration Software	3
20. How to Conduct a Successful and Positive Parent/Teacher Interview	14

TEACHER ACCREDITATION

Level of Accreditation	Number of Teachers
Pre-2004 teachers (accreditation not required in 2017)	2
Conditional	2
Provisional	6
Proficient Teacher	4
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	14

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>	14
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 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.

In 2017, Al Hikma did not have any indigenous employees of Aboriginal or Torres Strait Islander background. Sixty-eight point five percent (68.5%) of the staff are Muslim and thirty-one point five percent (31.5%) are Non-Muslim. Please refer to <http://www.myschool.edu.au> for more information.

School Staff 2017	
Teaching staff	13
Full-time equivalent teaching staff	12.6
Non-teaching staff	8
Full-time equivalent non-teaching staff	6.7

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	92%
Year 3	93%
Year 4	93%
Year 5	93%
Year 6	95%
Whole School	93%

Ninety-three percent (93%) of students attended school on average each school day in 2017. This was similar to the daily attendance in 2016.

MANAGEMENT OF NON-ATTENDANCE

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

- The College will monitor the daily attendance and absence of students by maintaining a daily register for each class of students.
- Student absences will be 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 will be 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 will notify parents and/or guardians in an appropriate manner where a student has a poor record of attendance.
- Unsatisfactory attendance, will be 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 will be 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 coordinator.
- The College will 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* will be issued to families if leave is granted. A letter declining the application will be 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 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.

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 31st 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 2017	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 contacting the administration office or visiting the school website: http://alhkma.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 now also reflected in the Discipline policy. Class and whole school discussions at Assemblies are now implemented as well as various incursions and student workshops on anti-bullying.</p>	<p>Full text available by contacting the administration office or visiting the school website: http://alhkma.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. The value of the student reward cards has been amended. 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: http://alhkma.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 has been reviewed in 2017 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 http://alhkma.nsw.edu.au/</p>

THEME 10: SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

ACHIEVEMENT OF PRIORITIES IDENTIFIED IN 2016 FOR ACHIEVEMENT IN 2017

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> Literacy improvement: A continued focus on literacy improvement engaging teachers in professional learning, diagnostic assessment and student intervention. 	<ul style="list-style-type: none"> Staff participated in professional development and implemented practices in teaching programs. PM Benchmarking assessments implemented across K-6 each term. Literacy support provided to students to meet benchmark standards for each grade level. K-6 English programs were reviewed and revised to ensure new strategies were incorporated and implemented in the learning experiences.
	<ul style="list-style-type: none"> Monitoring student literacy progress using the Literacy Continuum. 	<ul style="list-style-type: none"> Employed strategies for record keeping of mapping guides for literacy progress across K-6. K-6 English Scope and Sequence was reviewed and revised to ensure content descriptors were covered across each stage.
	<ul style="list-style-type: none"> Completion of the <i>Schools Leading Learning Project</i>. 	<ul style="list-style-type: none"> Further surveys were conducted for teaching staff, parents and students of the College. K-6 teaching programs for all KLAs were reviewed and modified to meet goals set out for the school improvement plan. Professional learning priorities were identified and professional development opportunities were provided to staff in a range of areas. Staff were provided the opportunity to observe each other regularly to gain different perspectives and adopt new teaching strategies within their own classroom setting. New implemented initiatives were monitored and reviewed closely to determine the impacts of the actions taken to address the professional learning priorities. Surveys and data analysis were conducted during the evaluation process to determine the achievements and outcomes of the aims and goals of the whole school improvement plan.

	<ul style="list-style-type: none"> Shared understanding of curriculum: gain a clearer understanding of NSW syllabuses through online and face to face professional learning. 	<ul style="list-style-type: none"> Teachers participated and completed several online and face to face courses to further develop their understanding of the NSW syllabuses. The professional learning courses allowed staff to revise their teaching and learning programs for 2018.
	<ul style="list-style-type: none"> Numeracy improvement: Provide teachers with a deeper understanding of the <i>Working Mathematically</i> strand of the Mathematics syllabus. Supporting students through intervention when needed. 	<ul style="list-style-type: none"> Staff participated in a series of in-school professional learning sessions to dissect the Working Mathematically outcomes and how they are applied in all strands and content descriptors across all stages of the NSW Mathematics Syllabus.
	<ul style="list-style-type: none"> Developing a procedure of observation coaching and feedback. 	<ul style="list-style-type: none"> The College Principal and the K-6 Coordinator implemented and conducted teacher and lesson observations to provide constructive feedback and support to all staff.
	<ul style="list-style-type: none"> Executive focus on school improvement. 	<ul style="list-style-type: none"> Data was collected and analysed to ensure introduced initiatives were effective. These initiatives were either continued or revised to meet set targets and goals of the College.
Student Welfare	<ul style="list-style-type: none"> Revise Discipline Policy. 	<ul style="list-style-type: none"> Staff collaborated on revising the Discipline Policy and raised their ideas and concerns to ensure standards were met. The revised Discipline Policy was drafted and implemented in the College. The implementation of the revised Discipline Policy was monitored closely to ensure it was adhered to.
Facilities and Resources	<ul style="list-style-type: none"> Planning for use of iPads. 	<ul style="list-style-type: none"> Staff participated in collaboration sessions of how to implement the use of iPads successfully. iPad Applications were thoroughly investigated and trialled by staff in various PD sessions. Surveys were conducted by staff and students to determine appropriate educational iPad Applications.
	<ul style="list-style-type: none"> Expansion of library books targeting each stage level. 	<ul style="list-style-type: none"> New library resources for staff and students were purchased for each stage level. All Key Learning Areas were included in new purchases to ensure a variety of choices was available for the staff and students.

	<ul style="list-style-type: none"> Acquiring resources for History and Geography. 	<ul style="list-style-type: none"> Staff were provided with a variety of new History and Geography resource samples to view. Upon reviewing and evaluating, new resources were purchased for these Key Learning Areas.
	<ul style="list-style-type: none"> Improvement of safety in the school car park for students and parents. 	<ul style="list-style-type: none"> Staff and parent surveys were conducted to collect data for analysing and implementing improvements on the current procedures in place. Various procedures and trials were implemented and put in place to improve the safety of students and parents.
	<ul style="list-style-type: none"> Softfall ground cover in the Kindergarten play area. 	<ul style="list-style-type: none"> The small playground has been covered with softfall material to ensure safety for students. Maintenance and upkeep of the softfall area is closely monitored to ensure durability and hygiene.

ACHIEVEMENT OF PRIORITIES IDENTIFIED IN 2017 FOR ACHIEVEMENT IN 2018

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> Review and revise all Key Learning Area Scope and Sequence charts.
	<ul style="list-style-type: none"> Implementation of Years 3-6 Guided Reading to complement the K-2 Guided Reading program.
	<ul style="list-style-type: none"> A whole school approach to adopt the PEEL/TREEL process for persuasive texts.
	<ul style="list-style-type: none"> Use Interactive Whiteboards to allow teachers to access and share resources.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Draft and implement new Digital Technologies teaching programs for K-6.
	<ul style="list-style-type: none"> Implement the use of iPads throughout the College in K-6.
	<ul style="list-style-type: none"> Introduce online programs for Mathematics, English and Digital Technologies.
	<ul style="list-style-type: none"> Restructure the Language and Religious Education Department. Begin revising the Language and Religious Education Department teaching programs for Arabic, Quran and Islamic Studies.
Student Achievement	<ul style="list-style-type: none"> Monitor reading progress for the upper primary students.
	<ul style="list-style-type: none"> Implement and adopt marking rubrics for all Key Learning Areas across all stages as an assessment tool to identify achievements of specific criterion.
	<ul style="list-style-type: none"> Continue tracking students' reading progression through PM Benchmarking.
	<ul style="list-style-type: none"> Revise and implement the student reporting system.
	<ul style="list-style-type: none"> Revise the Homework Policy and introduce online Homework for K-6.
	<ul style="list-style-type: none"> Implement new and effective formative and summative assessment strategies and practices and for these new procedures to be tracked electronically.
Staff Development	<ul style="list-style-type: none"> Phonics / Phonemic Awareness – whole school training in phonemic awareness.
	<ul style="list-style-type: none"> Whole school training in 'Seven Steps to Writing' for imaginative, persuasive and informative texts.
	<ul style="list-style-type: none"> Train all staff as proficient NAPLAN markers to improve student engagement and subsequently, improve the students' overall writing results.
	<ul style="list-style-type: none"> Continue regular peer observations and mentoring of colleagues to offer constructive criticism and feedback.
	<ul style="list-style-type: none"> Improve staff awareness and analysis of SMART data and implementation of strategies identified as whole school weaknesses.
	<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"> 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.

	<ul style="list-style-type: none"> • ‘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. • Prepare for the implementation of the new NSW Science and Technology Syllabus for the National Curriculum in 2019. • Prepare for the implementation of the new NSW Personal Development, Health and Physical Education Syllabus for the National Curriculum in 2019. • Provide all teaching staff with Professional Development on the use of iPads in the classroom.
Facilities and Resources	<ul style="list-style-type: none"> • Purchase new sporting equipment. • Provide students with more sporting opportunities and facilities. • Begin upgrading computer hardware and software throughout the College. • Purchase new resources aligned to the NSW English, Science, History and Geography Syllabus. • Continue to monitor the safety of students through underpinning areas within the College which may require attention and improvement. • Upgrade and install wireless fidelity access points throughout the College for stronger internet connection in all classrooms. • Upgrade the College’s sound system, including microphones and speakers.
Extra-Curricular	<ul style="list-style-type: none"> • Begin to align the Library program with the College’s Scope and Sequence. • 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. • Introduce a Parent Information Night (PIN Night) for all parents with grade specific content. • Introduce and conduct parent workshops for online homework. • 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. • Purchase classroom library sets for each class. • Introduce a ‘Giving Back to the Community’ program. • A stronger emphasis in the roles and responsibilities of the Student Representative Council (SRC). • Introduce a School Pledge or School Song. • Introduce an annual Anasheed Concert. • Introduce an Islamic Art Expo. • Introduce competition processes for varying subjects within the College’s curriculum.
Student Welfare	<ul style="list-style-type: none"> • Revise and implement the Discipline Policy. • Revise and implement the Anti-Bullying Policy. • Begin to implement an Anti-Bullying program to combat bullying and cyberbullying. • Review the College Canteen Menu and devise a new healthy menu for students and staff. • Introduce a Peer Support program for Kindergarten and Year 6. • Introduce a Reading Buddy Program for K-6.

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 2017, 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. 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 taken from the *Values for Australian Schooling*. 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 2017 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 kick start the year, Al Hikma College ran a *Bandaged Bear Appeal* fundraiser. 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 21st March whereby the College celebrated their Australian identity and the multicultural diversity which makes up Al Hikma College.

Special *ANZAC Day* and *Remembrance Day* Assemblies took place in April and November respectfully. 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.

Walk Safely to School Day emphasised our need to keep fit, drive and walk respectfully and responsibly, and how children can contribute. Attention was given to safe driving, car seats and seatbelts, and allowing parents and caregivers to concentrate on the task of driving by not distracting them.

Australia's Biggest Morning Tea is a fun event 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.

Jeans for Genes Day was marked on Friday 4th August 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.

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. Our *Islamic festivals* also 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. 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 invite our parent community to celebrate the students showcasing their contributions and interpretations of their favourite characters.

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.

Students performed a presentation at the local Haldon Street Festival, an event organised by the local council to celebrate our community. The event was well attended and gave students exposure to different cultural groups and to meet prominent community members.

Finally, Al Hikma College has a values-based program for our students 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 2018. 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 and is very welcomed and encouraged. Parents are encouraged to communicate with teachers directly and the Principal through school email, phone call and/or interview.

The Principal 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.

STUDENT SATISFACTION

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 throughout the year and reports included in the 2017 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.

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 2017 with a positive average of ninety-three percent (93%) attendance record. Students were constantly involved supportive and rich teaching and learning experiences as well as in 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.

STAFF SATISFACTION

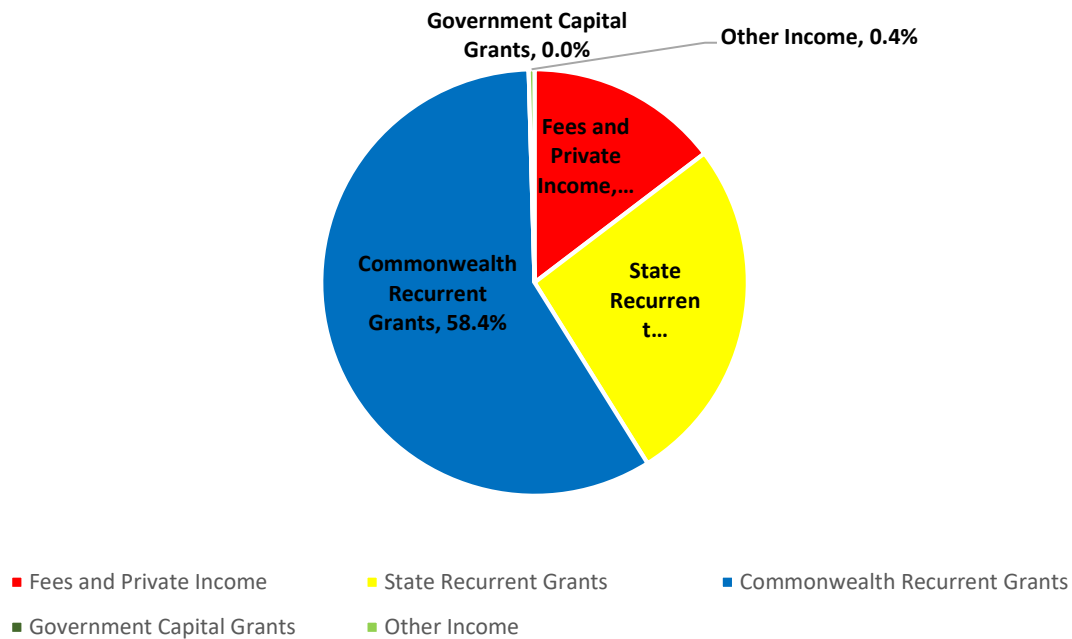
Formal and informal feedback from teachers, constant discussions with the K-6 Coordinator and with the College Board Members indicated that during 2017, staff were generally very satisfied in all areas of the College, particularly in terms of relationships, staff morale, school operations, work roles 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.

THEME 13: SUMMARY FINANCIAL INFORMATION

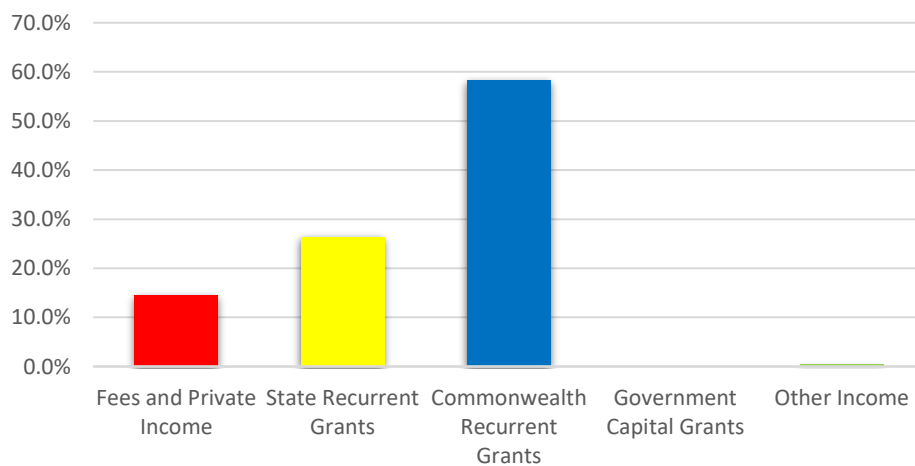
GRAPHIC ONE – RECURRENT/CAPITAL INCOME

Segments	Percentage %	Total \$
Fees and Private Income	14.7%	653,053
State Recurrent Grants	26.5%	1,178,941
Commonwealth Recurrent Grants	58.4%	2,604,734
Government Capital Grants	0%	0
Other Income	0.4%	19,697
Total Income	100%	4,456,425

Recurrent / Capital Income 2017



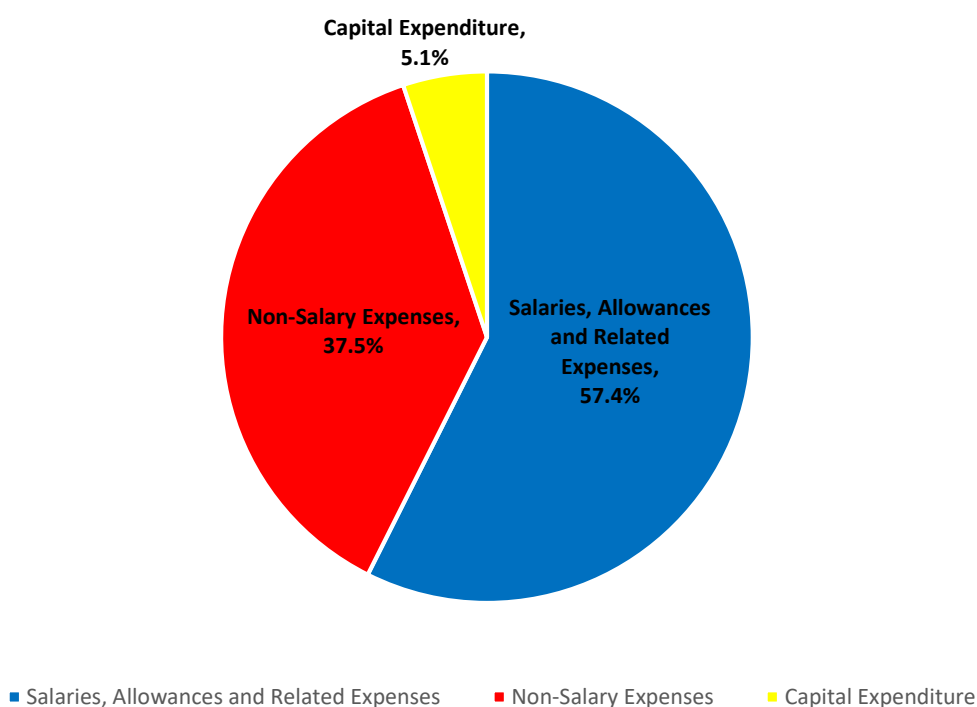
Recurrent / Capital Income 2017



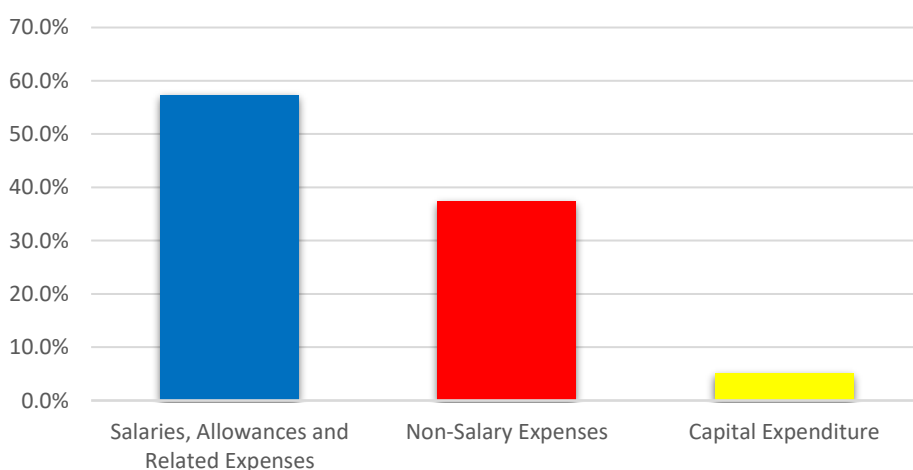
GRAPHIC TWO – RECURRENT/CAPITAL EXPENDITURE

Segments	Percentage %	Total \$
Salaries, Allowances and Related Expenses	57.4%	1,661,781
Non-Salary Expenses	37.5%	1,085,109
Capital Expenditure	5.1%	147,943
Total Income	100%	2,894,833

Recurrent / Capital Expenditure 2017



Recurrent / Capital Expenditure 2017



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
 - providing annual report requirements in electronic form to NESA on *RANGS Online* by 30 June 2018
 - 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 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 2017 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 30th of June annually.

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

- 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 2017 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 2018**.
 - Public disclosure by publishing the annual report, or its availability is advertised online (e.g. the school website) **no later than 30 June 2018**.
 - 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.

2017 Annual Report completed by



Mr Alan Khoder
PRINCIPAL
AL HIKMA COLLEGE