

AL HIKMA COLLEGE



ANNUAL REPORT 2022

2022 ANNUAL REPORT CONTENTS PAGE

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The 2022 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, independent, non-government, K-6 primary school that was first established in 2012 and is currently run completely by a Muslim board of directors. The Al Hikma College management body has 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 School Board met monthly in 2022. A major task undertaken during the year was the review of **long-term** planning and updating of the Five-Year Strategic Plan that sets improvement directions for the school. Al Hikma College purchased a 35 acres of camp site at Termeil. We had our camp organised for the Year 5 and 6 students which brought much needed relief and relaxation for our students.

Finally, ground was broken for the approval of the existing building which will provide the much-needed additional classrooms and storage space.

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 founded upon these moral grounds, based and supported by Islamic philosophy.

The College has curriculum priorities in Numeracy and Literacy with the focus on embedding consistent Educational Excellence goals. Health and Well-being of all students and staff is also a current focus area, with several strategies being implemented to monitor and promote students' wellbeing. The ambitious standards set by Al Hikma College were reflected in our commitment to quality teaching. Teaching and learning success at the College were again proudly evident in our NAPLAN results. Providing quality education, while ensuring the incorporation of Islamic manners and values is indeed a challenge in these ever-changing times.

I am sure by the grace of Allah (SWT), coupled with dedicated staff and determined students, we will Insha Allah continue to face all the challenges together and accomplish our desired goals. Our primary focus has always been to ensure that we provide an environment which is not only safe but conducive to his/her academic, social, emotional, and spiritual development. I am glad to announce that we have about 35 students who are studying to become Quran Hafiz/Hafiza.

The School Board has worked diligently alongside the principal and school staff to ensure that each student who sets foot on the grounds of Al Hikma College is presented with fine opportunities to equip them for their future. Al Hikma College is a young school, established in 2012 as a multi-streamed K-6 school. The school prides itself on being recognised as one of the most fastest growing schools in NSW. It is a great honour, and indeed, very humbling to see the College develop so quickly. The school's student numbers have grown exceptionally to 430 students.

Al Hikma College encourages its students 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. Our staff recognises the role they play in assisting children to reach

their full potential, and they do not take the responsibility lightly. We genuinely believe all students can be successful, and this belief drives the work they do daily. Parent involvement is vital for children's success, and we ask that our parents continue to play an active role in their education. Together we will help prepare today's students to become tomorrow's leaders so that they are successful and responsible citizens of our beloved country, Australia.

Mr Habib Farid

Board Chairman
Al Hikma College

MESSAGE FROM THE COLLEGE PRINCIPAL

One of the joys of preparing an Annual Report is that it gives us the opportunity to look back and be thankful to Allah SWT for allowing us to facilitate the various accomplishments with my team within a short span of being a principal at Al Hikma College. I was fortunate to have the assistance of two efficient coordinators Ms. Akamatis and Ms Bazzi who have both been serving the college for several years. Both coordinators played important roles by supporting me in planning, organising, resourcing, leading, and controlling for the purposes of accomplishing the desired goals.

I would like to thank and acknowledge the outstanding contributions that staff, students, and parents have made throughout the turbulent times which was caused by ripple effect of Covid-19 and due to the movement of some of our staff to other schools.

Successfully, all existing members of staff and the school community have worked together, with high levels of flexibility to adapt to the different working conditions that were faced. To best meet the needs of all our stakeholders, we will continue to adjust the specific needs of the community to ensure we are able to provide the education that is expected from our institution. Academically, we are continuing to upskill our teaching and learning progressions with up-to date resources and technologies.

The high standards set by Al Hikma College were reflected in our commitment to quality teaching. Teaching and learning success at the College were again proudly evident in our NAPLAN results. I am proud to reveal that Al Hikma, we provide activities for learners that stimulate, motivate, and challenge them. The school's curriculum is regularly reviewed and evaluated for today's changing world which encompasses our Vision, Values, and Competencies. We were able to successfully transit our K to 2 English and Maths programs to the new NSW syllabus.

We have a shared philosophy towards teaching and learning which sees us identifying individual learning needs and implementing personalised programmes (ILP) using a range of teaching styles, adjustments to learning, an e-learning tools, and Mini Lit programmes. Our teachers and school leaders are always provided with many important opportunities to give feedback on the continued improvements across the school. The staff are provided with professional development opportunities to enhance their skills and consequently achieve better student outcomes.

Being in the field of education for 34 years, I hope to utilise my experience and expertise to continue making positive changes to the lives of the children at Al Hikma College. Teaching and

holding executive roles in primary, middle school and high school has given me an understanding of how to smoothly merge the primary students into high school. My aim has been to educate the children towards being responsible, model Australian citizens who will and currently are contributing to the development and welfare of this beautiful country.

Our values of wisdom, knowledge and character fortifies our school culture, ethos, and practices. As our beloved Prophet Muhammad SAW said, "Seek knowledge from the Cradle to the Grave". This makes a person wise and thus builds the character of a person which we try to embed in the lives of our students, teachers, and the community at large.

Casual teachers and visitors have made positive comments about the excellent behaviour our students portray. My proclivity is to see that the students at Al Hikma College are the best in the country when it comes to discipline and mannerism. To achieve this, we impart knowledge and skills to our students through love and compassion thus providing an enjoyable and engaging classroom experience which helps the students to reach their full potential.

Finally, I would like to acknowledge all board directors, committee members, school leaders, staff, parents, and students who have contributed to the College's success. Parents have been a big part of our journey and their support has enabled us to reach this point of success. May Allah bless and guide us to what is beneficial for us in this life and the hereafter, and may Allah continue to guide us as we advance into the future.

Mr Mohammed Aalim Safih



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 southwest in a suburb with a diverse community, representing many languages 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 389 students in 2021 to 400 in 2022. In 2022 there were 2 Early Stage 1 classes, 5 Stage 1 classes, 4 Stage 2 classes and 3 Stage 3 classes.

The College has 400 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 broad range of different nationalities were represented in the school community.

Al Hikma College commenced with an enrolment of 111 students in 2012. In 2021, 389 students were enrolled, 175 boys and 214 girls. Enrolment figures as reported at the end of the 2022 school year represented an increase of 11 students compared to enrolment figures for 2021.

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. 96% 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 2022

School sector	Non-government
School type	Primary
Year range	K-6
Location	Major City
Enrolments	400

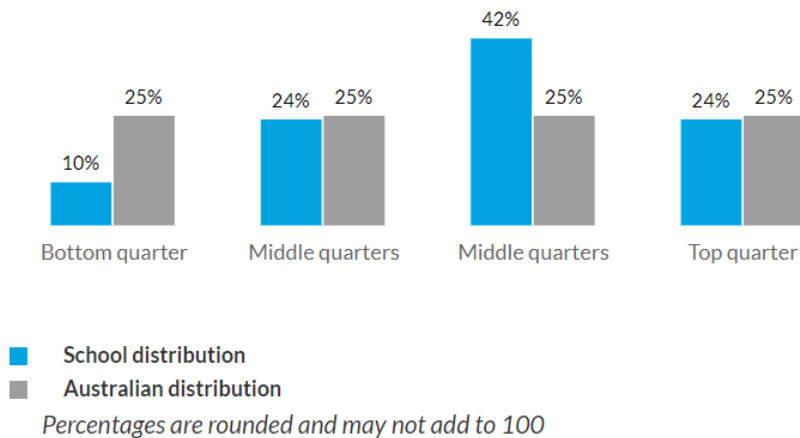
STUDENT BACKGROUND 2022

Index of Community Socio- Educational Advantage (ICSEA)

School ICSEA value	1069
Average ICSEA value	1000
Data source	Parent information

Distribution of students

Distribution of Socio-Educational Advantage (SEA)



STUDENTS 2022

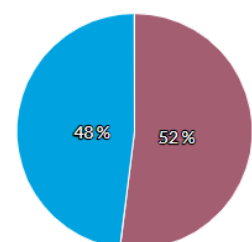
Total enrolments: 400

Boys	193
Girls	207

Students

Total enrolments: 400

Boys 193
Girls 207

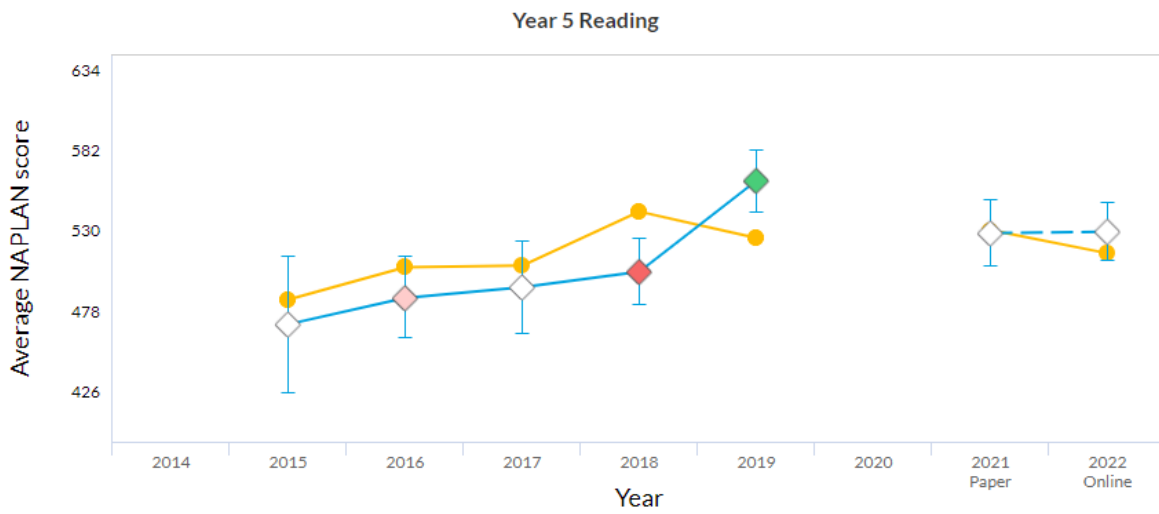
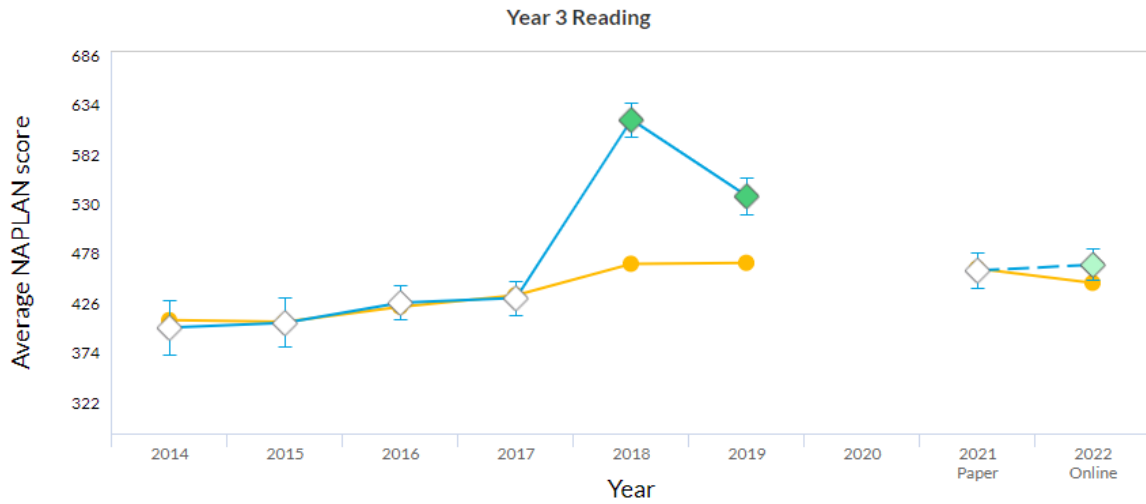


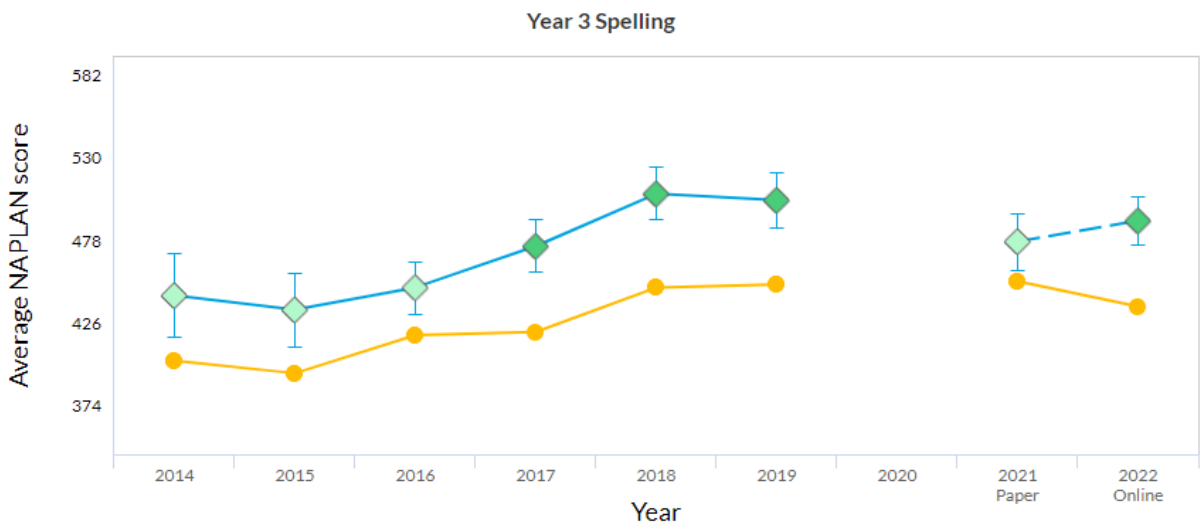
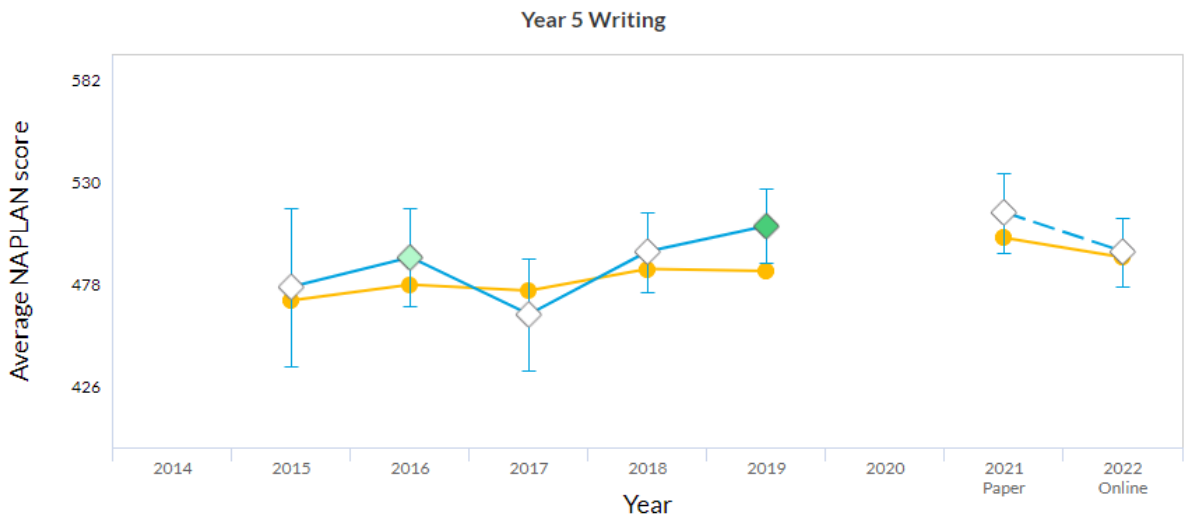
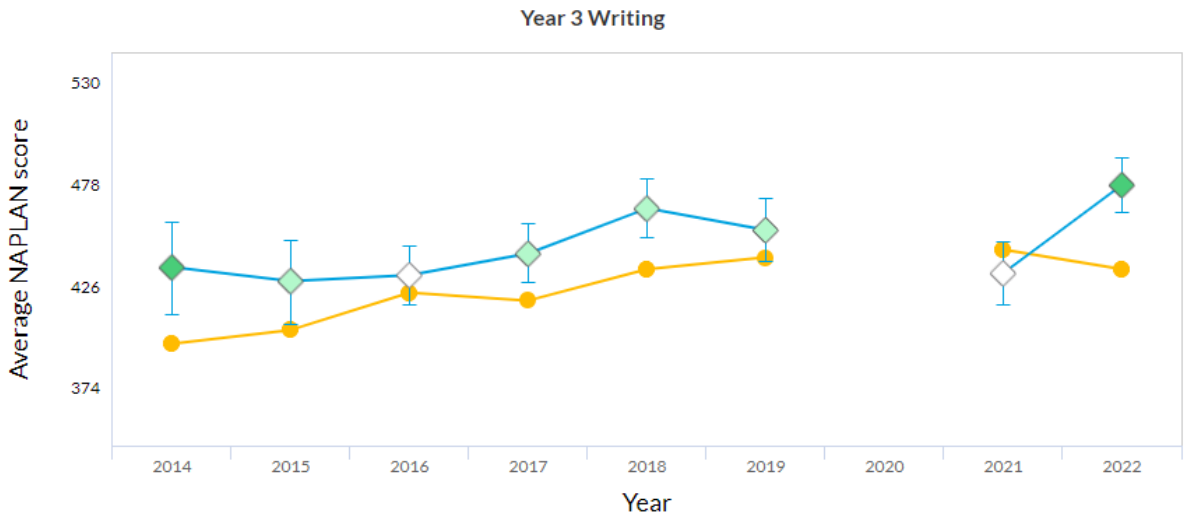
Full-time equivalent enrolments: 369.0

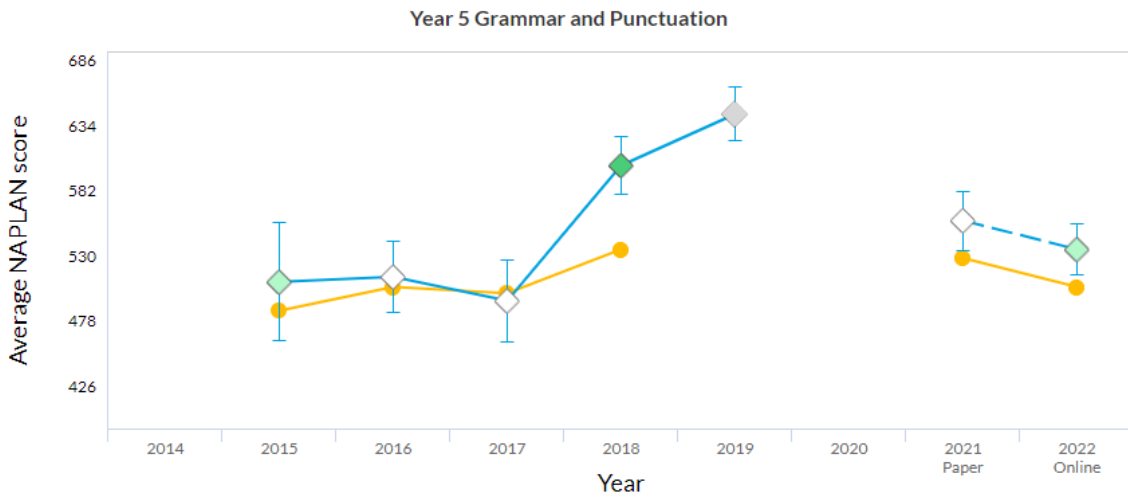
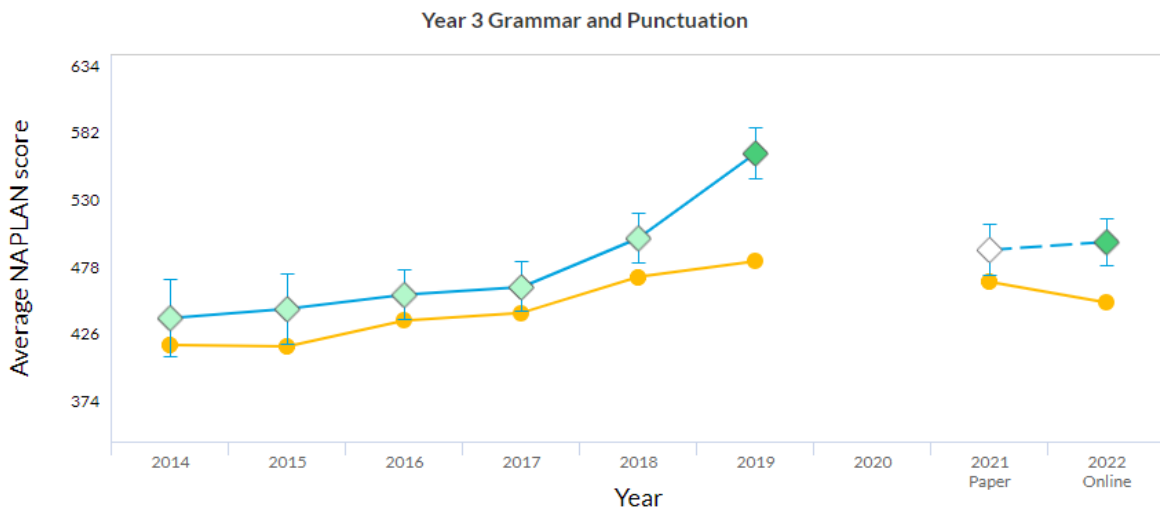
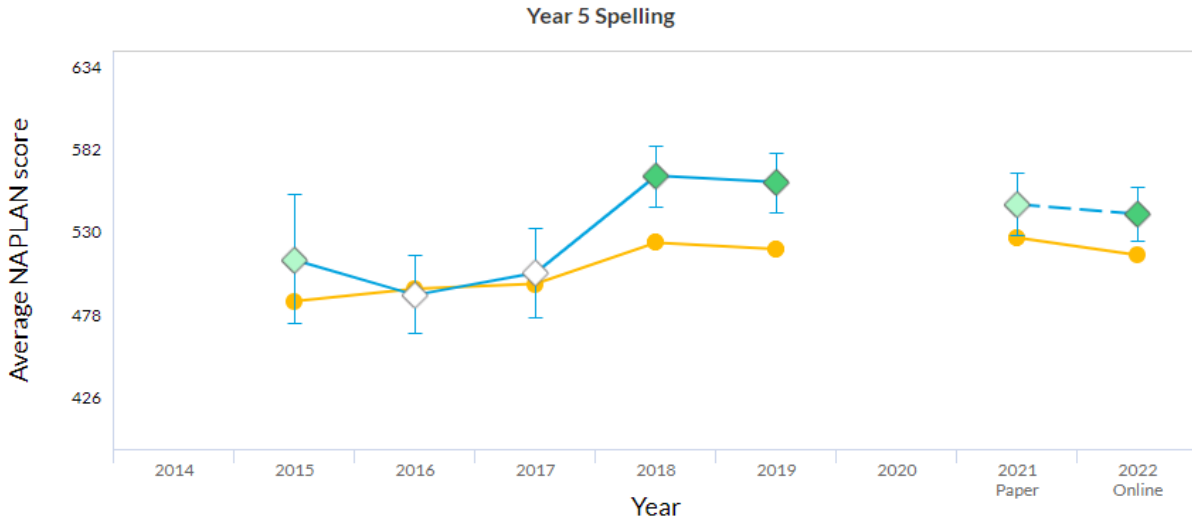
Indigenous students	0 %
Language background other than English	96 %

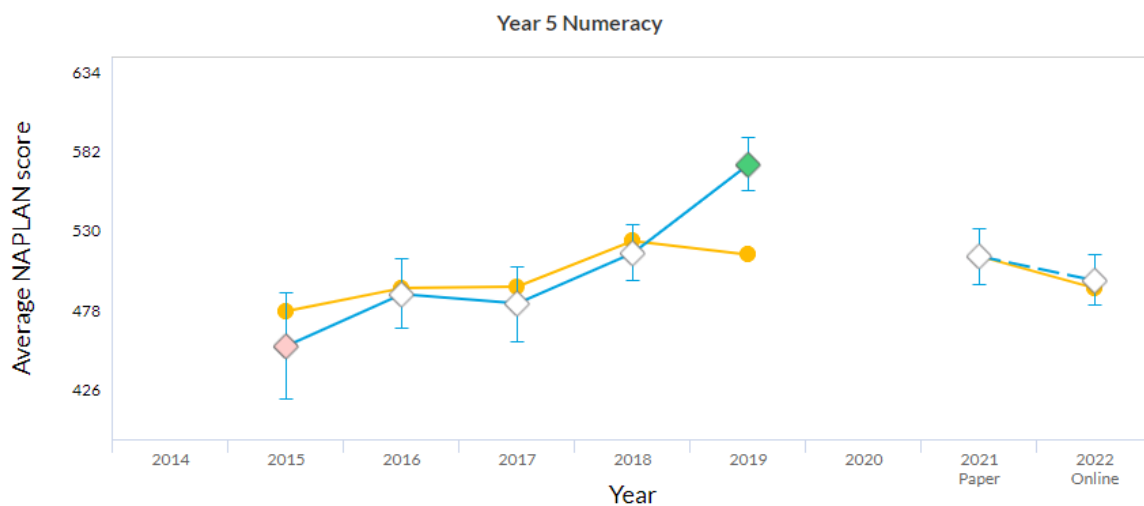
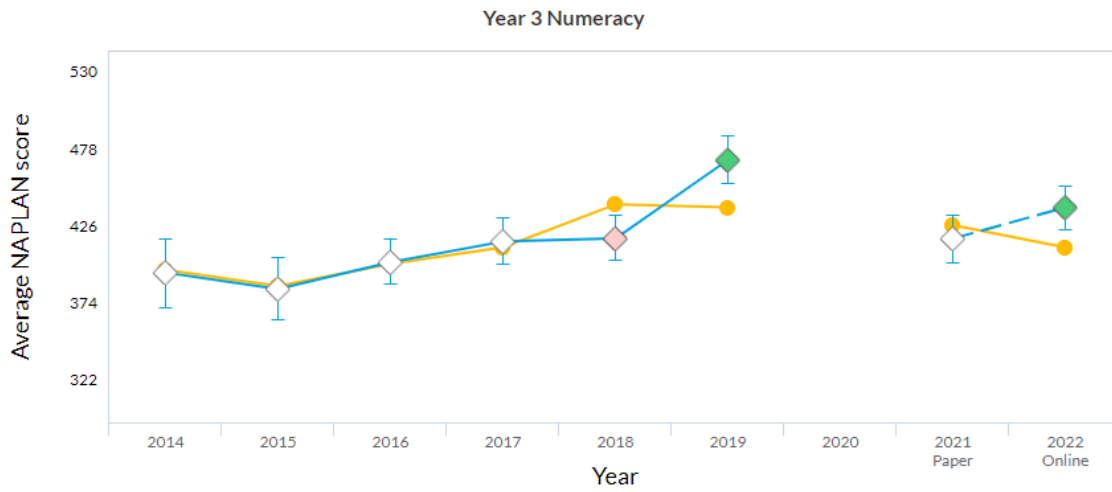
Please visit the My School website for further contextual information: <http://www.myschool.edu.au/>

THEME 3: STUDENT OUTCOMES IN STANDARDISED LITERACY AND NUMERACY TESTING









Select categories:

- Selected school
- Students with the same starting score and similar background [\(i\)](#)

Interpreting the graph

Selected school's average when compared to students with the same starting score and similar background

- ◆ Well above
- ◆ Above
- ◇ Close to
- ◆ Below
- ◆ Well below
- ◆ No comparison available
- ◇ 90% level of confidence

For a comprehensive report of the school's performance in previous years, please visit the My School website and type in 'Al Hikma College' under school search <http://www.myschool.edu.au/>.

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 2022 included professional development imparted by the principal and other senior staff due to COVID-19. Below is a summary of professional learning activities undertaken by staff (as defined by the Teacher Accreditation Act 2004) throughout 2022:

Description of Professional Learning Activity	No of Staff Attended
1. Child Protection	33
2. Identifying and Responding to Children and Young Adults at Risk	33
3. First Aid and CPR training	33
4. Apply Bloom's Taxonomy to Assessments	19
5. Lesson Observation Feedback and Teacher Appraisals	19
6. Sentral Report Training	19
7. Robotics	3
8. How to Conduct a Successful and Positive Parent/Teacher Interview	19
9. STEM learning	19
10. Leading the Implementation of the New English K-2 Syllabus	1
11. School Registration Policy Requirements	2
12. Primary Curriculum Requirements for School Registration	2
13. Preparing for Renewal of Registration/Accreditation in 2023	2
14. Governance Symposium 2022: School wellbeing complexities, issues, and directions	1
15. Planning and Programming for the New English K-2 Syllabus Self-paced Learning experience	1

TEACHER ACCREDITATION

Level of Accreditation	Number of Teachers
Conditional	7
Provisional	3
Proficient Teacher	9
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	19

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>	19
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

THEME 6: WORKFORCE COMPOSITION

AL HIKMA COLLEGE STAFF

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

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 2022, Al Hikma did not have any indigenous employees of Aboriginal or Torres Strait Islander background. Please refer to <http://www.myschool.edu.au> for more information.

School Staff 2022	
Teaching staff	19
Full-time equivalent teaching staff	15.5
Non-teaching staff	14
Full-time equivalent non-teaching staff	9.9

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

STUDENT ATTENDANCE RATES

Year Level	Attendance Rate
Kindergarten	85%
Year 1	85%
Year 2	84%
Year 3	88%
Year 4	86%
Year 5	84%
Year 6	85%
Whole School	85%

Eight five percent (85%) of students attended school on average each school day in 2022. This was down by 9% from 2021. There may be inconsistencies in the student attendance data because of the varying health advice across the country in response to the COVID-19 pandemic. Moreso, after the overseas travel restrictions were lifted, a lot of parents decided to travel abroad to see their loved ones whom they had not seen since the beginning of the pandemic. The major reasons for taking extended leave were vacation and visiting family members who were gravely ill.

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, executive team, or the administration staff.
- Student absences are marked in the attendance register on Sentral.
- Unexplained absences will be followed up in an appropriate manner with the student and/or their parent or guardian.
- Administration 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 principal.
- 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.

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 National Education Standards Authority (NESAs) 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 **\$75.00**
- All applicants are required to undertake an assessment and 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

SUMMARY OF POLICY	CHANGES IN 2022	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>This document sets out the school's policy on bullying. It reflects a belief that bullying is not acceptable under any circumstances and will not be tolerated at Al Hikma College. It also acknowledges that bullying behaviour is problematic for the perpetrator and target alike and embodies support and management strategies that are pragmatic.</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>
<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 revised and will be fully implemented in 2022. The processes of reporting have become more detailed in documentation. Reward system was also revised.</p>	<p>Full text available by visiting the school website: http://alhikma.nsw.edu.au/</p>

<p><i>Complaints and Grievances</i></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>
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THEME 10: SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

ACHIEVEMENT OF PRIORITIES IDENTIFIED IN 2021 FOR ACHIEVEMENT IN 2022

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> Implement new Digital Technologies teaching programs for K-6 with the help of Scope IT 	<ul style="list-style-type: none"> A new computer laboratory was installed in Term 3 followed by a K-6 timetable roster for students to visit on a weekly basis
	<ul style="list-style-type: none"> Revamp the Language and Religious Education Department teaching programs and resources for Arabic, Quran and Islamic Studies 	<ul style="list-style-type: none"> Added resources were purchased for Arabic, Quran and Islamic Studies including student workbooks and textbooks
	<ul style="list-style-type: none"> Provide support classes for students in Arabic, Quran and Islamic Studies 	<ul style="list-style-type: none"> To extend Quran classes, after school Hafiz classes were implemented to support memorisation of the Quran
	<ul style="list-style-type: none"> Fully implement the Discipline Policy 	<ul style="list-style-type: none"> The processes of reporting have become more detailed in documentation. Reward system was revised
Staff Development	<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"> Teacher appraisals were completed in Term's 1 and 3 along with peer observations in Term's 2 and 4 One-on-one support was offered to new teachers in writing programs
	<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"> Increase hiring of support staff Support timetables were implemented with an increased focus on documentation including anecdotal notes on performance. Adjustments to Learning table added to all programs so teachers can record the adjustments made for students in their lessons
	<ul style="list-style-type: none"> Increase teacher's knowledge of NAPLAN marking by having at least one teacher per stage complete the <i>NAPLAN Narrative Writing Marker Online Course</i> and the <i>NAPLAN Persuasive Writing Marker Online Course</i> 	<ul style="list-style-type: none"> Only one stage 2 teacher was able to attend NAPLAN marking and complete these courses
Facilities and Resources	<ul style="list-style-type: none"> Purchase resources to occupy students during recess and lunch times, with an emphasis on those who are not interested in sports 	<ul style="list-style-type: none"> Several board games were purchased for students to play with in their breaks. The small playground was utilised as an area for quiet time and silent reading

	<ul style="list-style-type: none"> Allow the library to be open at recess and lunch for those students who would like to read or do further study Install synthetic grass in the large playground to allow for more safer play 	<ul style="list-style-type: none"> Due to a shortage of staff leading to a growing a number of duties for existing staff, this was not able to be implemented Synthetic grass was installed in the large and small playground to make playing safer
Student Achievement	<ul style="list-style-type: none"> Monitor and track progress of all students, particularly in Science and Technology (STEAM (Science, Technology, Engineering, Arts, and Maths)) Continue implementing a K-6 support program to provide support to less able students 	<ul style="list-style-type: none"> Robotics was introduced to students through a successful grant; however, with limited resources, support and a shortage of staff, we had to forgo it A support timetable continues to be implemented across K-6
Extra-Curricular	<ul style="list-style-type: none"> Allocate the SRC to be responsible for a gardening initiative that includes planting herbs and vegetables Continue the 'Giving back to the community' program Collaborate with other schools for sporting or academic competitions 	<ul style="list-style-type: none"> We did commence the year with this; however, the planter boxes needed proper maintenance as they began falling apart hence, we extended gardening at the school campsite The College partook in a variety of charity programs especially during the month of Ramadan Students participated in a multitude of inters-school competitions including: Harmony Cup, Public Speaking, Debating, Zone Athletics and a Swimming Carnival Our coordinator also facilitated after school tennis lessons for our students

ACHIEVEMENT OF PRIORITIES IDENTIFIED IN 2022 FOR ACHIEVEMENT IN 2023

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> Being compliant and getting approval for school registration for the next 5 years from NSW Education Standard Authority
	<ul style="list-style-type: none"> Creating a three stream Kindergarten grade
	<ul style="list-style-type: none"> Utilising the new computer lab for Technology lessons
	<ul style="list-style-type: none"> Implement the new K-2 English and Mathematics syllabuses
Staff Development	<ul style="list-style-type: none"> Organising Professional Development for Staff Members to become familiar with the new K-2 English and Mathematics syllabuses
	<ul style="list-style-type: none"> First Aid and CPR Training
	<ul style="list-style-type: none"> Improving the wellbeing of staff members
	<ul style="list-style-type: none"> Continue regular peer observations and mentoring of colleagues to offer constructive criticism feedback
Student Achievement	<ul style="list-style-type: none"> Producing excellent NAPLAN results
	<ul style="list-style-type: none"> Implementing good morals and behaviours by reciting Hadiths daily
Facilities and Resources	<ul style="list-style-type: none"> To purchase Al Hikma College's very own campsite which will be used for the well-being of our students and staff
	<ul style="list-style-type: none"> Apply for any available grants to upgrade or purchase new facilities and resources
	<ul style="list-style-type: none"> Upgrading our school compound with interactive handball games and modified sports
	<ul style="list-style-type: none"> Upgrade our current iPads by purchasing brand new tablet devices for our 3-6 students and NAPLAN 2024
	<ul style="list-style-type: none"> New staff room tables and computers for the staff
	<ul style="list-style-type: none"> Purchase new resources to assist with the implementation of the new K-2 English and Mathematics syllabuses
Extra-Curricular	<ul style="list-style-type: none"> Continuing with the promotion of after school Hafiz class to support the memorisation of the Quran
	<ul style="list-style-type: none"> Partaking in the Inter-school Harmony Cup sporting competition along with other schools within the area
	<ul style="list-style-type: none"> Interschool and Zonal Athletics Carnival
	<ul style="list-style-type: none"> Organising for charitable events

THEME 11: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Al Hikma College is a culturally diverse Islamic school which provides students with learning experiences that instil cooperation, cohesion and compassion amongst peers, staff and the wider community.

A strong emphasis is placed on the College motto 'Wisdom-Character-Knowledge' in which elements of respect and responsibility are embedded within.

A regular day at Al Hikma College starts with students participating in a whole school assembly in which they perform religious rituals, to show gratitude towards life in general. This is then extended to a religious quote of the day, reflecting a certain act which promotes students to treat everyone with dignity and respect, *Quran, s49, v13* '*...and made you into nations and tribes, that ye may know each other (not that ye may despise each other).*' Additionally, the Australian National Anthem is also recited in assemblies to place a strong emphasis on promoting Australian School Values.

As the year progresses, there are various other learning initiatives which equip students with the knowledge of how respect and responsibility is performed individually and collectively.

On Thursday 24th February the SRC inauguration took place highlighting the newly appointed titles. Students stood proudly as they received their badges. The SRC team have already proven to be great leaders, by successfully assisting with the Harmony Day ceremony. They executed great ideas and managed to create a harmonious spirit throughout the day. Al Hikma College is committed to preparing our students to become exceptional future leaders. To support our students in achieving these footsteps, this year we began nominating 2 students every term from each K – 4 class as a Class-Captain and Class Vice-Captain. This position will provide students with a rich array of opportunities to advance the confidence and skills to develop strong leadership attributes. Class Captains and Class Vice-Captains are role models who possess knowledge, wisdom and character.

On Thursday 31st March, 3 representatives from Al Hikma College participated in the Islamic Schools Public Speaking Competition at Arkana College. With 11 schools and 33 contestants, the competition was fierce. A special congratulations to the students who were specifically selected out of their entire grade and truly made the college proud.

Healthy Harold arrived in style at Al Hikma College on Monday 7th March and stayed with us until Friday 11th March. Due to COVID-19 restrictions, lessons were instead delivered in the classroom where all grades participated in various courses tailored to their age group and the curriculum. The programs instilled in children the means to make considered decisions about their own health and safety now and in the future.

Al Hikma College celebrated Harmony Week on Friday 18th March. We collaboratively came together and embraced the vibrant cultures, races and our beautiful religion through harmonious activities. Teachers communicated the importance of cultural diversity to encourage positive values and attitudes amongst the students. Students also had the opportunity to come dressed in their cultural or orange clothing, complete various learning and art activities on the day, watch videos about harmony day, undergo a cultural flag face paint, purchase a cultural loom band and share delicious cultural food with their peers. Students further participated in what was a heartwarming whole school flag march. The harmonious energy was flowing throughout the whole school!

At the beginning of Ramadan Al Hikma College decided to run a Sadaqah campaign to support the needy and orphans during this blessed month. We gave this task to two teachers to engage their

classes in the collection of Sadaqa and they did an amazing job. We are proud to announce that in just five school days we managed to raise over \$1200.

It was very heartwarming to welcome our Years 5 and 6 students as well as past students to our annual Iftaar. Students enjoyed a meal with their teachers and peers and finished the night with Isha and Taraweeh Prayer.

Al Hikma College completed its second annual Qur'an competition from the 26th-28th April. It was delightful to see over 100 students proudly participate in this year's competition. Students proudly showed off their memorisation and tajweed skills in what was a very closely fought contest.

The Islamic studies department also organised an Islamic studies quiz on the 29th of April to encourage students to enhance their knowledge about various aspects of Islamic teaching. We had 3B representing AL_AQSA, 3R representing QUBA, 4B representing MADINAH and 4R representing MAKKAH in the junior competition. Congratulations to team QUBAA (3R) for their nail-biting win. The senior competition was made up of 6B representing SAFA, All-star principal's team representing MARWA, 5R representing UHUD and 5B representing BADR.

Students at Al Hikma celebrated Eid in style, while remembering the suffering of our brothers and sisters in Palestine and all over the world. The SRC team decided that proceedings from the day are to be donated to the Palestinian cause to relieve some of the suffering. May Allah protect the Ummah and always keep us steadfast.

On the 25th of May, stage 2 examined the mind of a material scientist by exploring the material world. Students investigated the states of matter and how the properties of materials travel from a solid, liquid or gas. This semester students participated in an incursion hosted by Kaleidoscope Science. Students had a blast watching the various experiments that Mitchell conducted. From creating elephant toothpaste to freezing gallium, flying balloons, and experimenting with liquid nitrogen. Years 3 and 4 were engaged, excited and even felt inspired to conduct their own material investigations at school.

Opportunities to dress up and celebrate 100 days of Kindy on the 29th July has been the highlight for the students this year. Watching the students grow and become 100 days smarter has been a pleasure to witness. Kindergarten have been overly excited to draw their families and explore who they are and how people grow and change. The students can identify how daily and seasonal changes in the environment affect humans and other living things. On this special day of 100 days, it was packed with many events. Students started off the day by decorating their white T-shirts and making crowns and glasses. Then students enjoyed hitting the Pinata and collecting as many candies as they could. This was then followed by a fun day in the park. Each student bought a dish to celebrate this day and let me assure you- the tables were filled with delicious Savoury and sweets. At the end of the day, students danced away with their friends with party blowers and balloons. We have all been blessed with the most vibrant, loving, and creative Kindergarten students who never failed to amaze us every day.

Our school participated in National Science Week from 15th – 19th August, honouring the theme 'Glass: More than meets the eye'. Given the importance and prevalence of glass, it might seem surprising that it is difficult to pin down exactly what it is. The following 3 themes were addressed throughout Science Week through inquiry-based classroom activities that were linked to the curriculum: Making glass, bending light, window to the world. Students also got to engage in class experiments, immerse themselves in knowledge from the Staff Science Show and explore various aspects and perspectives of glass through the exhibition.

What better way to remember the term than to celebrate National Literacy and Numeracy Week! From Monday 29th August – Friday 9th September, Al Hikma College engaged in many events that raised their spirits. These events included: Book Character Parade, Spelling Bee Competition, Buddy Reading, Scholastic Book Fair, Inter-school Public Speaking Competition, World of Maths Incursion, and the Paper Plane Challenge.

Three speakers and one standby from Al Hikma College represented our school in an Islamic Inter-school Public Speaking Competition which involved approximately 8 or 9 other Islamic schools. All three speakers received a trophy for their excellent public speaking skills: A student from Year 6 received a trophy for coming first amongst all the Year 6 speakers. A student from Year 5 received a trophy for coming second amongst all the Year 5 speakers. A student from Year 4 received a trophy for coming third amongst all the Year 4 speakers. Our team did not stop there, despite raking in a trophy from every year group category, we had our heart set on the ultimate trophy. Speakers battled it out during the impromptu speeches where speakers are given a random topic with only minutes to prepare. Our students performed exceptionally well, allowing our school to be crowned FIRST place with the school on most points.

This year we partnered up with Moxon Sports Club tennis courts and introduced a new after school tennis program offered to a LIMITED 25 students for grades 4-6 with costs completely covered by the school. This was run at Punchbowl and was a ten-week program run by a professional Australian Tennis player who will teach students the basic skills of tennis and play several games.

Term 3 sport for Years K-6 was based on building students' skills for the up-and-coming athletics carnival held on Thursday 1st September. We were extremely excited to welcome back the Athletics Carnival in 2022 after being interrupted with COVID and lockdowns for the past two years. After Al Hikma's successful Athletics Carnival on 1st September, we took 21 of the top ranked students to represent Al Hikma at the first Zone Harmony Cup for Islamic Schools. This was held at Campbelltown where students partook in 400m, 200m, 100m, relay, discus, shot put and long jump. The students did amazingly and showed great sportsmanship as they brought back 21 medals. We were the first school to win a medal in the first event of the day which was the 400m U/10 girls, with Al Hikma setting a standard for the rest of the day. We made them remember Al Hikma College!

We were thrilled to announce that after 2 years without camp, Al Hikma College purchased their very first Campsite! Stage 3 went on camp in Term 4 at their very own Al Hikma College campsite! Blue Gum Valley Academy had been anticipating the arrival of our students and it was about time they got to enjoy it. The students made intention of Itikaf (spiritual retreat), which is to remove themselves from distractions and focus solely on the worship of Allah, as Allah created us to do. In doing so there was organised timetables for all the prayers, lectures on deen and Iman, mannerism (respect for parents & elders) which covered other important Islamic morals & values. At the campsite, students developed new skills, new experiences and were challenged through exciting adventures. They took part in various programs available at the facility. Using the traditional camp experience, students partook in a wide range of fun and challenging outdoor activities such as swimming, non-contact sports, archery, movie night, agriculture, cooking classes, horse riding and bush walking.

The Qur'an reminds us that there is a "recognised right, for the needy and deprived" over our wealth (70:24-5), so by giving for the sake of others, a Muslim is fulfilling a duty to those in need and preventing him or her from becoming proud of their own generosity. We highly appreciate the generosity shown by the parents for this noble cause of giving charity to the flood victims in Pakistan. The total amount collected within a couple of days amounts to \$1,210.85!

World Teachers' Day is an annual celebration of teachers around the globe. We extend our heartiest congratulations and gratitude to every teacher on behalf of all the students for always being a guiding light and a ray of hope in their lives. We had a chance to acknowledge and appreciate the teachers who made an enormous impact on the lives of our children at Al Hikma College.

In Term 4, Al Hikma College resumed the swimming program for 8 days, after a two-year hiatus due to COVID. Students were thrilled to get back into the pool and you could see the improvements they were making daily. For example, we had a student in Year 3 who was originally terrified of even getting in the water and by the end of the program, she was in the pool comfortably with her peers participating in games. Students like this would be encouraged to continue their successes in external swimming programs. Swim school is just a starting point for a lot of students. Parents are asked to encourage their children to apply the skills taught in this program to extend their swimming ability throughout the year.

To encapsulate the year, we ended off with our K-2 and 3-6 End of Year Presentation Days where many students were recognised for their efforts in the 2022 Academic Year. Kindergarten and Year 6 were showered with praise at their momentous graduation ceremonies. We ended the year by welcoming our newly enrolled 2023 students to an orientation day where they got to meet their teacher and familiarise themselves with the school surroundings. The Principal and K-6 Curriculum Coordinator had the opportunity to address the new parents.

THEME 12: PARENT, STUDENT AND TEACHER SATISFACTION

2022 had a major momentous event that could be marked in our calendar for Al Hikma College. A massive move for the well-being of students, parents and teachers, particularly after the turbulence times caused by Covid-19. The school purchased a 35 tranquil acres of camp site at Termeil which is nestled amongst the picturesque gardens and tranquil stream of crystal-clear water running down the lustrous undulating landscape. It contains soaring high cathedral ceilings, stone fireplace, wrap around verandas, in ground pool with gas and solar heating plus a tennis court. We had our remarkably successful camp organised for the Year 5 and 6 students. This came as a major relief from pain and suffering that we all had to endure during pandemic.

The students thoroughly enjoyed all the fun activities which included archery, swimming, hiking, fishing, beach walk, gardening and having feast and fun around the fireplace.

During 2022, the school sought feedback from our school community to gauge satisfaction and evidence of parental engagement. Parents and students provided views on areas such as academic performance, remote learning, student wellbeing, extra-curricular activities, facilities, communications, and community engagement. The College also maintained an amicable environment for the community which is much appreciated and felt by the parents during Eid festivals, Fete Day and Award Ceremonies. Parents have expressed satisfaction with the administration staff and teachers, especially in the pilot stages of schooling where they are concerned about their children's independence at school. Parents support school initiatives throughout the year and enjoy the events we organise. E.g., of feedback I got on Dojo form one parent:

Quote: "Assalam o alaikum Mr. Safih, Thank you for your time and I am very relaxed after meeting with you. I am very impressed with your leadership, kindness, and humbleness in general. You remained very calm and listened very patiently to all recommendations reenforcing what I said. This is very unusual as school leaders defend themselves, but you had been incredibly open during the conversation. I had heard from another parent that you are very approachable and that is true. Hopefully, your leadership will take the school to the next level. May Allah help and guide you in sha Allah. Have a good weekend!"

The College encourages constructive criticism from staff, students and parents. The feedback is constructive, and the data gathered is considered further and recommendations deliberated on for implementation in 2023. Throughout the year, the school prides itself on its open-door policy and its open communication amongst students, staff and parents.

The College is immensely 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.

Parents seeking 2022 enrolment at Al Hikma was very encouraging. As a result of positive feedback and the growing demand, we felt obliged to open 3 streams of kindergarten classes for the first time. Unfortunately, we had to turn down several students in the process because of the lack of space to cater for all the applicants. However, the school is in the midst of purchasing another property located next to our school on Quigg street. Thus, we are anticipating further expansion hopefully soon.

In most cases, the responses indicated that the parents had heard excellent feedback from the school community. However, we do have concerns regarding the prompt payment of school fees and extended leaves for the students. After Covid 19 restrictions were lifted, a whole lot of parents decided to visit families abroad. As a result, we had a significant reduction in the percentage rate of attendance. Hopefully, this must improve as of next year.

The Principal and K – 6 Curriculum Coordinator also meet with individual parents regularly to determine areas of concern. This also enables us 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 (except around the pandemic restriction times) and discussions throughout the year indicated that parent satisfaction is positive.

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 positive. Peer Support at our school helps to build students' resilience by nurturing strong, positive relationships. The students across K to 6 feel the connection, improving the resilience and thus curbing the issue of bullying to almost zero. The students are proud of their achievements and are very proud members of the College and the wider Australian community.

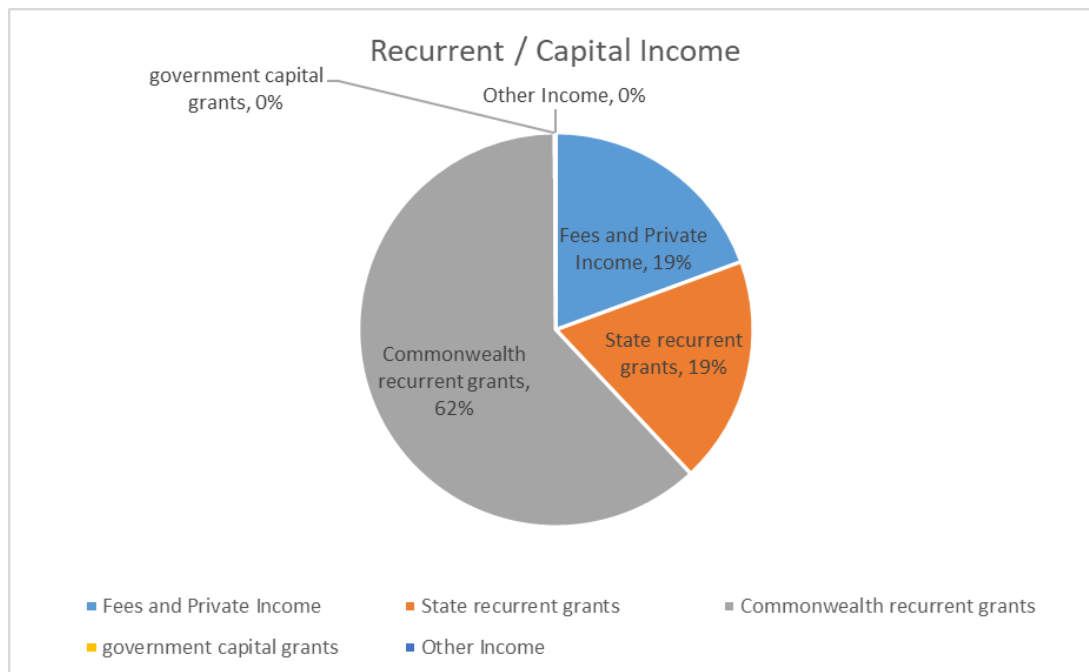
Informal feedback from staff indicated that students at Al Hikma College were satisfied and that they felt safe at school. Students were constantly involved in supportive and rich teaching and learning experiences and extracurricular activities. Students would often express themselves informally with the administrative staff, teaching staff and the College Principal about their positive engagement in various activities and events.

Formal and informal feedback from teachers indicated that during 2022 staff were satisfied, particularly in relationships, staff morale, work roles and work value/recognition. However, we do acknowledge that some of the staff had left/resigned for greener pastures during the pandemic. Teachers' wellbeing was catered for through fortnightly Staff Lunch, End of Term Staff Lunch, allowed teachers to have step out during their RRF, staff appreciation through certificates, small tokens of appreciation and celebration of World Teachers Day. Staff usually met once a week in formal meetings where they express their thoughts/ideas/concerns. Staff are also welcomed to see the Principal or K-6 Curriculum Coordinator for any matters that are causing them concern. This Year 2022, my Curriculum Coordinator and I, proactively organised meetings with individual teachers to discuss their concerns and suggestions to curb any outstanding issues and for the overall welfare of the school.

THEME 13: SUMMARY FINANCIAL INFORMATION

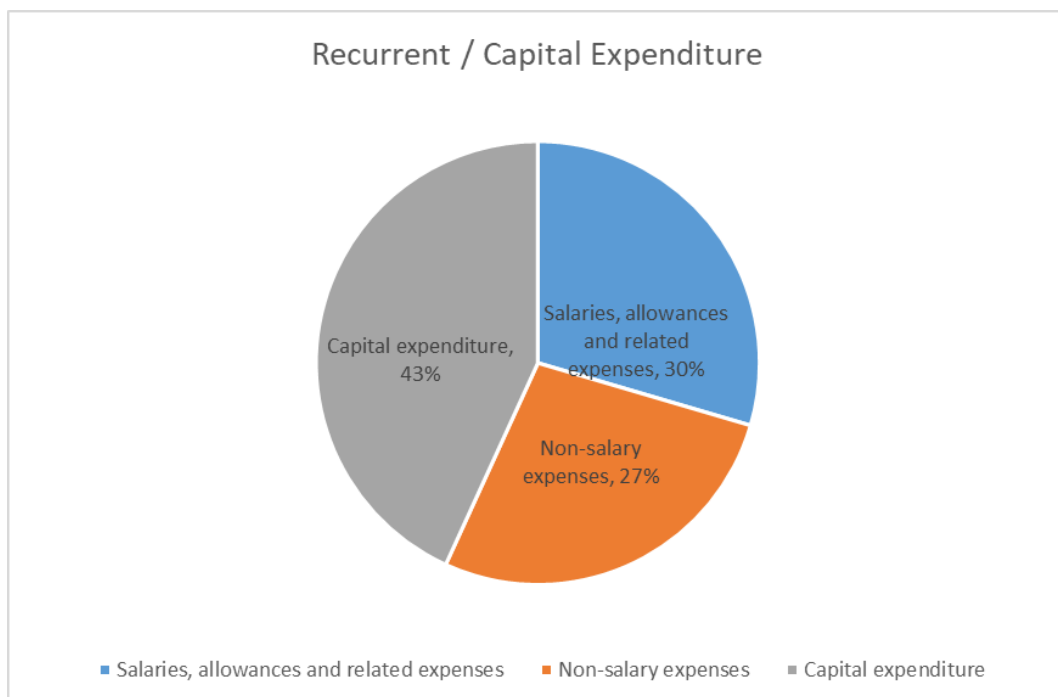
GRAPHIC ONE – RECURRENT/CAPITAL INCOME

Segments	Percentage %	Total \$
Fees and Private Income	19%	1,204,846
State Recurrent Grants	19%	1,157,124
Commonwealth Recurrent Grants	62%	3,842,624
Government Capital Grants	0%	-
Other Income	0%	6,380
Total Income	100%	6,210,974



GRAPHIC TWO – RECURRENT/CAPITAL EXPENDITURE

Segments	Percentage %	Total \$
Salaries, Allowances and Related Expenses	30%	2,089,697
Non-Salary Expenses	27%	1,929,410
Capital Expenditure	43%	3,053,760
Total Income	100%	7,072,867



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 (NESAs) by the 30th of June. 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 2022 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 (NESAs) by 30th June.

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 2020 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 30th June 2023. ○ Public disclosure by publishing the annual report, or its availability is advertised online (e.g., the school website) no later than 30th June 2023. ○ 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.

2022 Annual Report completed by



Mr Mohammed Aalim Safih
PRINCIPAL
AL HIKMA COLLEGE