

AL HIKMA COLLEGE



ANNUAL REPORT 2023

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The 2023 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: <https://www.alhikma.nsw.edu.au/policies-and-annual-reports>

THEME 1: CONTEXT

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 2023. 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 Years 4 -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 Mrs. Akamatis and Ms. Atem 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.

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 35 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

CONTEXTUAL INFORMATION ABOUT THE SCHOOL & 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 400 in 2022 to 416 in 2023. In 2023 there were 3 Early Stage 1 classes, 5 Stage 1 classes, 4 Stage 2 classes and 3 Stage 3 classes.

The College has 416 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 2022, 400 students were enrolled, 193 boys and 207 girls. Enrolment figures as reported at the end of the 2023 school year represented an increase of 16 students compared to enrolment figures for 2022.

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. 81% 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 2023

School sector	Non-government
School type	Primary
Year range	K-6
Location	Major City
Enrolments	416

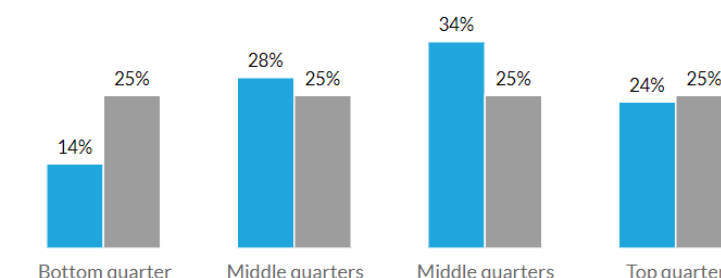
STUDENT BACKGROUND 2023

Index of Community Socio- Educational Advantage (ICSEA)

School ICSEA value	1063
Average ICSEA value	1000
Data source	Parent information

Distribution of students

Distribution of Socio-Educational Advantage (SEA)



■ School distribution
 ■ Australian distribution

Percentages are rounded and may not add to 100

STUDENTS 2023

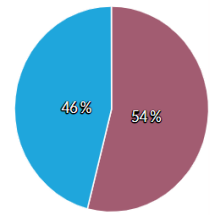
Total enrolments: 416

Boys	191
Girls	225

Students

Total enrolments: 416

- Boys 191
- Girls 225



Full-time equivalent enrolments: 416.0

Indigenous students	0 %
Language background other than English	81 %

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

THEME 2: OUTCOMES AND RESULTS

Al Hikma College are proud of the results in the 2023 National Assessment Plan for Literacy and Numeracy (NAPLAN) assessments. In some areas the students exceeded the national average. These results were supported by the College’s proactive intervention strategies targeting literacy delivered by staff.

Parents are well aware of the My School website. My School enables them to search the profiles of Australian schools. My School is an Australian Curriculum, Assessment and Reporting Authority (ACARA) information service. ACARA is an independent authority with functions including the publishing of nationally comparable data on all Australian schools.

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 range of factors known to affect test performance. Parents may access the College’s profile by going to <https://www.myschool.edu.au/>. Simply type in ‘Al Hikma College’ under school search for comprehensive report.

	Reading		Writing		Spelling		Grammar		Numeracy	
Year 3	420		459		457		443		422	
	402-438		443-474		441-474		423-462		407-438	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	433	405	445	416	436	404	444	411	434	407
Year 5	507		498		521		547		505	
	488-526		480-516		504-539		527-568		489-522	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	517	496	505	483	512	489	523	497	511	488

Al Hikma College’s average when compared to schools with similar students is:	How to read and interpret the above table:												
<table style="width: 100%; border-collapse: collapse;"> <tr><td style="background-color: #00AEEF; width: 20px;"></td><td>Well above</td></tr> <tr><td style="background-color: #92D050; width: 20px;"></td><td>Above</td></tr> <tr><td style="background-color: #FFF2CC; width: 20px;"></td><td>Close to</td></tr> <tr><td style="background-color: #F4CCCC; width: 20px;"></td><td>Below</td></tr> <tr><td style="background-color: #F08080; width: 20px;"></td><td>Well below</td></tr> <tr><td style="background-color: #D3D3D3; width: 20px;"></td><td>No comparison available</td></tr> </table>		Well above		Above		Close to		Below		Well below		No comparison available	<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <p>Schools with similar students</p> <p>←</p> </div> <div style="margin-left: 20px;"> <p>Selected school’s average</p> <p>Margin of error at 90% level of confidence</p> <p>For all Australian schools</p> </div> </div>
	Well above												
	Above												
	Close to												
	Below												
	Well below												
	No comparison available												
<ul style="list-style-type: none"> Average of schools serving students from statistically similar socio-educational backgrounds (SIM box) Average of all Australian schools (ALL box) 													

THEME 3: STAFFING

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 2023, 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 2023	
Teaching staff	27
Full-time equivalent teaching staff	20.7
Non-teaching staff	11
Full-time equivalent non-teaching staff	8.6

TEACHER ACCREDITATION

Level of Accreditation	Number of Teachers
Conditional	8
Provisional	7
Proficient Teacher	8
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	27

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>	23
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>	4

At Al Hikma College, we pride ourselves on having well experienced Arabic, Quran and Islamic Studies staff who teach the religion, values and the language to our Muslim student community.

At our school we embrace all faiths and backgrounds for all our staff and students. None of our staff members have identifies as Aboriginal or Torres Strait Islander but we strongly encourage applications from First Nations teachers and other staff.

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 2023 included professional development imparted by the Principal, K-6 Curriculum Coordinator and external organisations. Below is a summary of professional learning activities undertaken by staff (as defined by the Teacher Accreditation Act 2004) throughout 2023:

Description of Professional Learning Activity	No of Staff Attended
1. Child Protection	37
2. First Aid and CPR training	33
3. AIS Planning and Program for the new English Syllabus NSW	20
4. Lesson Observation Feedback and Teacher Appraisals	20
5. Code of Conduct	37
6. PETAA – Let's Write an English Unit using Textual Concepts	1
7. Years K-2 English Planning and Programming Review	12
8. Years 3-6 English Planning and Programming	12
9. Years 3-6 Maths Planning and Programming	10
10. Peer Observations	20
11. Familiarising with VCOP	2

THEME 4: ATTENDANCE

STUDENT ATTENDANCE RATES

Year Level	Attendance Rate
Kindergarten	91%
Year 1	89%
Year 2	89%
Year 3	92%
Year 4	89%
Year 5	92%
Year 6	90%
Whole School	90%

Ninety percent (90%) of students attended school on average each school day in 2023. This increased by 5% from 2022. The aftermath of the COVID-19 pandemic allowed students to settle back into routine and demonstrate regular attendance at school.

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 5: SCHOOL POLICIES

SUMMARY OF POLICY	CHANGES IN 2023	ACCESS TO FULL TEXT
<p>Enrolment Policy</p> <p>Al Hikma College is a comprehensive Islamic co-educational K –6 School providing an education underpinned by religious Islamic values and operating within the policies of the National Education Standards Authority (NESA). Once enrolled, students are expected to act consistently with the school’s ethos and comply with the school rules to maintain the enrolment. Parents must also be supportive of the school’s policies, procedures and ethos.</p>	<p>The policy has been reviewed and revised.</p>	<p>Full text available by visiting the school website: https://www.alhikma.nsw.edu.au/policies-and-annual-reports</p>
<p>Child Protection Policy</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 and revised with the assistance of AIS. The school will seek assistance bi-annually from external providers if the need arises.</p>	<p>Full text available by visiting the school website: https://www.alhikma.nsw.edu.au/policies-and-annual-reports</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 has been reviewed and revised.</p>	<p>Full text available by visiting the school website: https://www.alhikma.nsw.edu.au/policies-and-annual-reports</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>The policy has been reviewed and revised.</p>	<p>Full text available by visiting the school website: https://www.alhikma.nsw.edu.au/policies-and-annual-reports</p>

<p>Complaints</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 and revised.</p>	<p>Full text available by visiting the school website: https://www.alhikma.nsw.edu.au/policies-and-annual-reports</p>
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THEME 6: STAKEHOLDER SATISFACTION

2023 was a year of growth for Al Hikma College, particularly after the turbulent times caused by Covid-19. The school purchased a 35 tranquil acres of camp site at Termeil 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 have had numerous remarkably and successful camps organised for the Years 4, 5 and 6 students.

With 2023 came the transition and implementation of the new, New South Wales (NSW) English and Mathematics syllabuses that demanded a significant amount of collaborative effort. The executive and educators worked closely together to meticulously plan and develop programs to ensure the smooth delivery of the updated curricula. This extensive process involved revising teaching strategies, creating new learning sequences, and aligning assessment methods with the new standards. The collaborative nature of this endeavour fostered a sense of teamwork and shared responsibility, ultimately aiming to enhance the educational outcomes for students across the state.

During 2023, the school sought feedback from our school community to gauge satisfaction and evidence of parental engagement. Parents, teachers and students provided views on areas such as academic performance, student wellbeing, extra-curricular activities, facilities, communications, and community engagement. Please see below the analysis of feedback through the surveys conducted.

Parent Feedback

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teachers at Al Hikma College expect my child to do their best.	21	13	0	0	0
Teachers at Al Hikma College provide my child with useful feedback about their schoolwork.	18	15	1	0	0
Teachers at Al Hikma College treat students fairly.	17	17	0	0	0
Al Hikma College is well-maintained.	14	16	4	0	0
My child feels safe at Al Hikma College.	15	14	5	0	0
I can talk about my child's teachers about my concerns.	17	17	0	0	0
Student behaviour is well managed at Al Hikma College.	19	14	1	0	0
My child likes being at Al Hikma College.	24	10	0	0	0
Al Hikma College looks for ways to improve.	15	15	4	0	0
Al Hikma College takes parents' opinions seriously.	15	18	1	0	0
Teachers at Al Hikma College motivate my child to learn.	17	17	0	0	0

34 parents participated in the 'Parent Satisfaction Survey'. High levels of "Strongly agree" and "Agree" responses indicated that most parents were satisfied with the College in various aspects. For instance, when it came to teacher expectations and motivation, we received an overwhelming number of positive responses with 21 strongly agreeing and 13 agreeing.

1. Teachers at Al Hikma College expect my child to do their best.

[More Details](#)

● Strongly agree	21
● Agree	13
● Neutral	0
● Disagree	0
● Strongly disagree	0



When it came to Al Hikma College looking for ways to improve and taking into consideration parents' opinions, 30 agreed with some neutrality, indicating a need to address these aspects to ensure all parents felt heard. Al Hikma College is continually progressing.

9. Al Hikma College looks for ways to improve.

[More Details](#)

Insights

● Strongly agree	15
● Agree	15
● Neutral	4
● Disagree	0
● Strongly disagree	0



The data collected from the parent satisfaction survey at Al Hikma College revealed a high level of overall satisfaction among parents. The majority of responses for all questions were "Strongly agree" or "Agree," indicating positive perceptions in key areas such as teacher expectations, feedback, fairness, and student motivation. Notably, parents overwhelmingly agreed that their children enjoy attending the college and feel motivated to learn. While most aspects received strong approval, there were a few "Neutral" responses concerning the school's maintenance, suggesting potential areas for improvement. Additionally, aspects related to the College's responsiveness to parent opinions and its continuous improvement efforts received mixed feedback. These insights suggest that while Al Hikma College is performing well overall, focusing on maintenance and enhancing parent engagement could further elevate satisfaction levels.

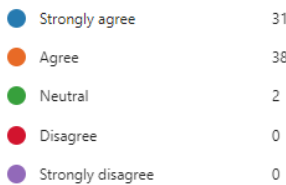
Student Feedback

Question	Agree	Disagree	Neutral	Strongly agree	Strongly disagree
My teachers expect me to do my best.	38	NaN	2	31	NaN
My teachers provide me with useful feedback about my schoolwork.	36	5	11	19	NaN
Teachers at my school treat students fairly.	43	2	12	14	NaN
My school is well maintained.	35	5	12	19	NaN
I feel safe at my school.	39	1	8	23	NaN
I can talk to my teachers about my concerns.	39	4	12	16	NaN
Student behaviour is well managed at my school.	25	12	25	8	1
I like being at my school.	36	2	4	29	NaN
My school looks for ways to improve.	32	3	10	26	NaN
My school takes students' opinions seriously.	42	3	12	13	1
My teachers motivate me to learn.	39	1	4	27	NaN
My school gives me opportunities to do interesting things.	32	1	9	28	1

Out of 71 Years K to 6 students who participated in the survey, 38 agreed and 31 strongly agreed that their teachers expected them to do their best, indicating a high level of teacher encouragement. The students felt that they received useful feedback about their schoolwork and were treated fairly in comparison to their other peers.

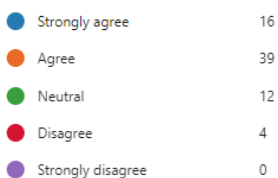
My teachers expect me to do my best.

[More Details](#)



I can talk to my teachers about my concerns.

[More Details](#)



39 students agreed and 23 students strongly agreed that they felt safe at school, a very positive indicator for the school environment. Students felt comfortable talking to their teachers about their concerns. Yet, 16 students did not feel this way, highlighting a need for better teacher-student communication.

When it came to school enjoyment and improvement efforts, 36 students agreed and 29 strongly agreed that they enjoyed being at their school. 42 students agreed that they felt their opinions were taken seriously and 29 students agreed that they felt motivated by their teachers, indicating effective teaching practices. However, 11 students did voice the need for a wider range of extra-curricular activities and opportunities for students to engage in.

2. My school gives me opportunities to do interesting things.

[More Details](#)

Strongly agree	28
Agree	32
Neutral	9
Disagree	1
Strongly disagree	1



Overall, the student satisfaction survey of 71 respondents revealed a generally positive perception of the school environment, with key strengths in teacher expectations and motivation, safety and school maintenance. Most students felt encouraged to perform their best and were motivated by their teachers, contributing to a positive school culture. Additionally, the majority of students felt safe and believed the school was well-maintained. However, areas for improvement included the consistency of teacher feedback and communication, fair treatment and student behaviour management. Some students did not feel their opinions were taken seriously and there was a need for better communication about the school's improvement efforts. Addressing these issues by enhancing feedback, fostering open communication, ensuring fair treatment and promoting engagement opportunities can further improve student satisfaction and their overall school experience.

Teacher Feedback






Aspect	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Fair Treatment	8	7	2	1	0
Support	9	6	3	0	0
Executive Communication	10	5	3	0	0
School Improvement	7	8	3	0	0
Professional Development	5	6	5	2	0
Instructional Materials	4	6	6	2	0
Teaching Environment	6	7	4	1	0
Opinions Taken Seriously	5	6	5	2	0
Participation Opportunities	7	8	3	0	0
Student Behavior Management	8	7	3	0	0

The majority of teachers expressed positive responses, particularly in areas like support, executive communication, and fair treatment, where many responses were "Agree" or "Strongly agree." For instance, a significant number of teachers felt that they were treated fairly, with many responses indicating "Agree" or "Strongly agree." This suggests a positive perception of equity and respect within the school.

1. Teachers at my school are treated fairly.

[More Details](#)

 Insights






 Strongly agree	5
 Agree	11
 Neutral	2
 Disagree	0
 Strongly disagree	0



Many teachers felt comfortable communicating with the executive team about their concerns, as indicated by 5 who agreed and 11 who strongly agreed. This openness likely contributes to a more collaborative and responsive school culture.

6. I can talk to the executive team about my concerns.

[More Details](#)

 Strongly agree	11
 Agree	5
 Neutral	2
 Disagree	0
 Strongly disagree	0

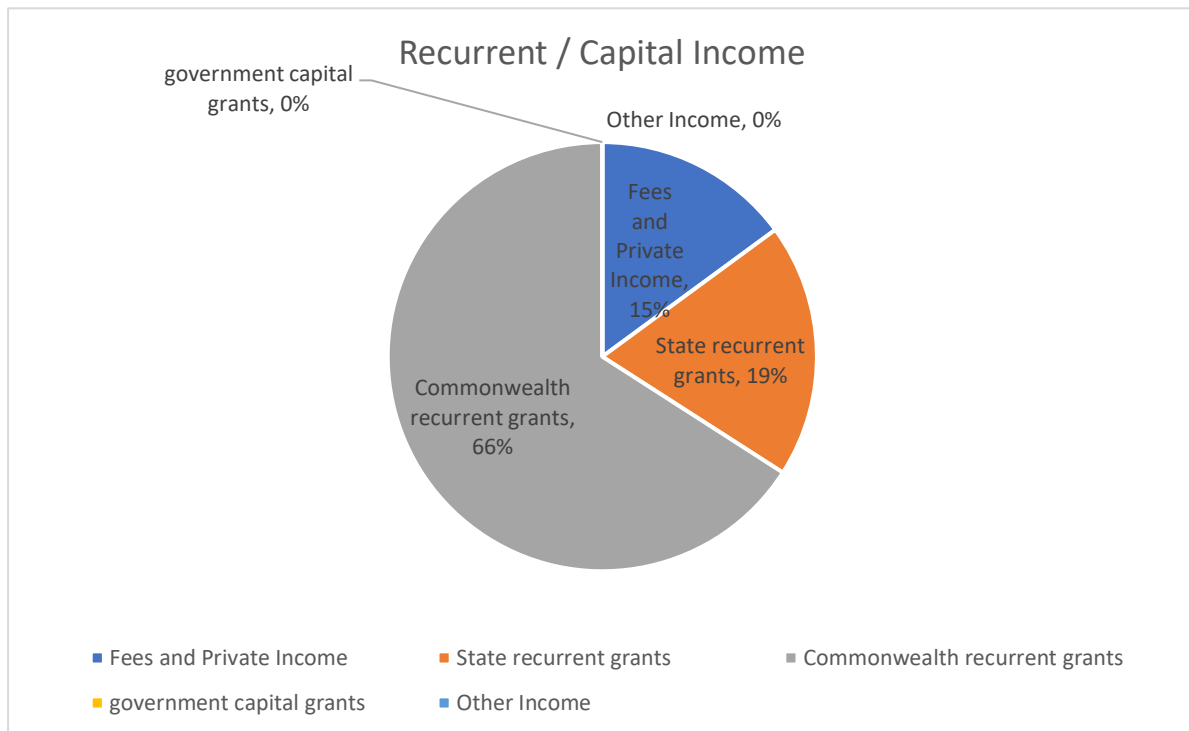


However, there were also neutral and occasionally less positive responses in areas like professional development and availability of instructional materials, indicating room for improvement. This feedback provides a comprehensive overview of the current satisfaction levels amongst teachers and highlights specific areas that could benefit from further attention and improvement. Overall, the survey reveals a generally positive environment with specific strengths in support, communication, and fairness. By addressing the highlighted areas for improvement, particularly in professional development and resource availability, the school can further enhance teacher satisfaction and effectiveness. Regular follow-up surveys and an open dialogue with teachers will help ensure that these improvements are sustained and adapted to evolving needs.

THEME 7: SUMMARY FINANCIAL INFORMATION

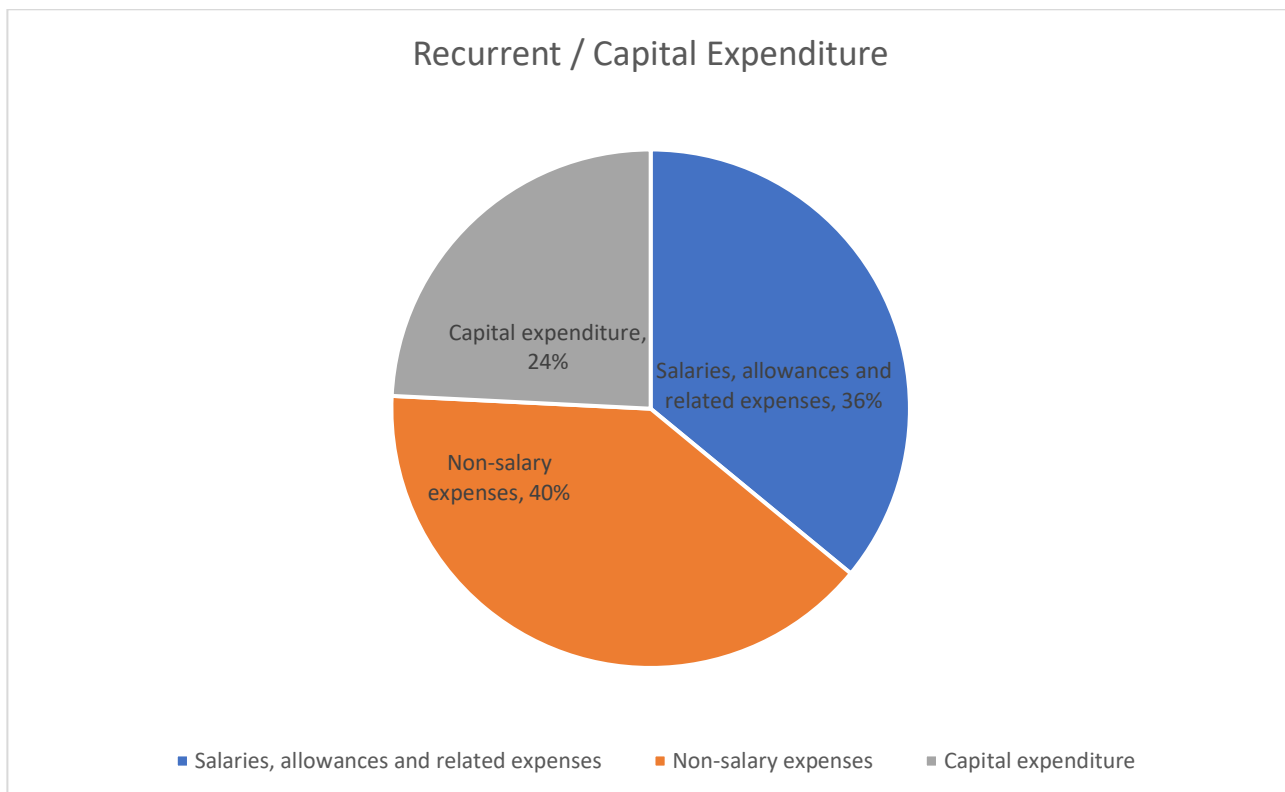
GRAPHIC ONE – RECURRENT/CAPITAL INCOME

Segments	Percentage %	Total \$
Fees and Private Income	15%	996,826
State Recurrent Grants	19%	1,279,643
Commonwealth Recurrent Grants	66%	4,402,554
Government Capital Grants	0%	-
Other Income	0%	-
Total Income	100%	6,679,023



GRAPHIC TWO – RECURRENT/CAPITAL EXPENDITURE

Segments	Percentage %	Total \$
Salaries, Allowances and Related Expenses	36%	2,195,631
Non-Salary Expenses	40%	2,431,342
Capital Expenditure	24%	1,478,162
Total Income	100%	6,105,135



2023 Annual Report completed by

Mr Mohammed Aalim Safih
PRINCIPAL
AL HIKMA COLLEGE