# AL HIKMA COLLEGE



# ANNUAL REPORT 2020

*EDUCATIONAL AND FINANCIAL REPORTING FOR AL HIKMA COLLEGE 2020*

# 2020 ANNUAL REPORT CONTENTS PAGE

*The 2020 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 word 'Hikma' is a derivative of Wisdom. To have the quality of wisdom is to have beneficial knowledge, immense experience and ethical judgement. Al Hikma College is essentially founded upon these moral grounds, based and supported by Islamic philosophy.

Al Hikma College's prime objective is to open a gateway of opportunities for students to excel to their personal best academically and socially. The School Board has worked diligently alongside the Principal and school staff to ensure that each and every 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 relatively 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 372 students.

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

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

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

Board Chairman
Al Hikma College

I began my role as the principal of Al Hikma College last year, inheriting a leadership role with a history of success and sound management. I am pleased to have been given the opportunity to continue and build upon the successes of my predecessors. I am also fortunate to have the aid of two capable coordinators Ms. William and Ms. Akamatis who have both been serving the college for several years. Both coordinators are instrumental in ensuring the implementation of the curriculum with the highest level of professionalism.
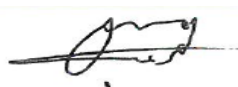
I continue this leadership role with over 20 years of teaching and leadership roles in various public and private schools. I started my career as a mathematics teacher before assuming various head teacher roles as well student welfare responsibilities. 2020 was a challenging year for all schools as school management was forced to look for alternative methods of teaching when notified that the state was in lockdown.

I was extremely pleased last year with the cooperation of the school board, staff, parents and students, who all played a significant role to ensure that lessons continued to run in a smooth and effective manner. The school managed to keep very close and transparent communication channels with all stakeholders to make sure our student's academic, social and mental needs were looked after.

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

- Ensure that the college shares and follows a uniform, clear and documented vision. This vision is to be developed in collaboration with all staff members, student representative body as well as parents. Such vision has already been the focus of several staff P.D sessions and we are in a process of engaging parents in the process.

- Ensure high standards are met by staff and students in all areas of schooling. This applies to students and staff punctuality, professional dress code, academic excellence as well as a high sense of community engagement. This is in line with the school ethos to always strive for excellence and perfection in all aspects of school life. I also aim that the college continues to show excellence in the teaching of the Arabic language and Islamic ethos, using any available resources.

- Provide a platform of support for students of all abilities and backgrounds. Last year I introduced a comprehensive support program to cater for all students' needs and based on reliable data gathered from various sources. This is continuously evaluated and developed to be implemented in collaboration with the college's support department and parents to ensure that all stakeholders understand their role in supporting our students. This is also to be complimented by an enrichment program to recognise and encourage the ability of our students to grow and excel both academically and socially.

- Encourage students to engage in a range of community and voluntary events. This is by ensuring that the college builds strong networks with our local community leaders to provide a wide range of programs for our students to participate in. I believe school is where all students have their first opportunity to experiment with their ideas, values and dreams. Hence, I aim to ensure that Al Hikma College will always remain to be an open and inclusive school that caters for students with all kinds of talents and values.

Mr. Omar Merheb

Principal
Al Hikma College

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 369 students in 2019 to 372 students in 2020. In 2020 there were 2 Early Stage 1 classes, 4 Stage 1 classes, 4 Stage 2 classes and 3 Stage 3 classes.

The College has 372 students. As an Independent School, the students come from a diverse range of backgrounds, including cultural and language backgrounds other than English. The diverse range of experiences afforded by this policy leads the children to a better understanding and a greater tolerance of others. A survey of the school population revealed that a large range of different nationalities were represented in the school community.

The College commenced with an enrolment of 111 students in 2012. In 2020, 372 students were enrolled, 165 boys and 207 girls. Eenrolment figures as reported at the end of the 2020 school year represented an increase of 3 students compared to enrolment figures for 2019.

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. 91% 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.
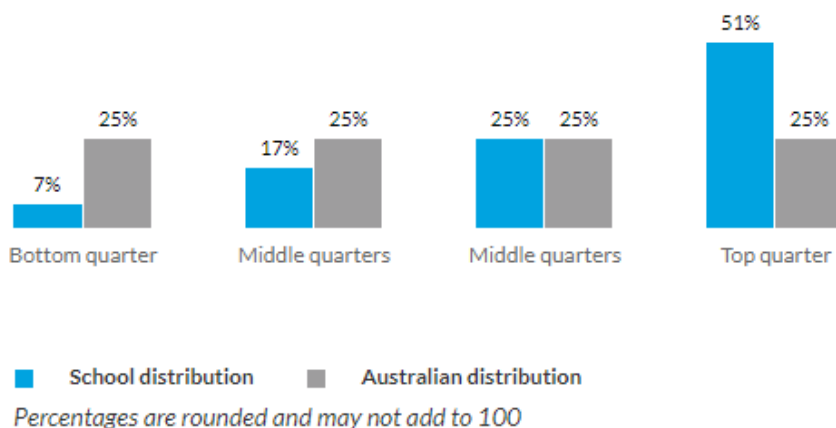
## SCHOOL FACTS 2020

| | |
|---|---|
| School sector | Non-government |
| School type | Primary |
| Year range | K-6 |
| Location | Major City |
| Enrolments | 372 |

## STUDENT BACKGROUND 2020

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

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

### Distribution of students



Percentages are rounded and may not add to 100

## STUDENTS 2020

### Total enrolments: 372

| | |
|---|---|
| Boys | 165 |
| Girls | 207 |

### Full-time equivalent enrolments: 369.0

| | |
|---|---|
| Indigenous students | 0 % |
| Language background other than English | 91 % |

**Students**

Total enrolments: 372

Boys 165
Girls 207
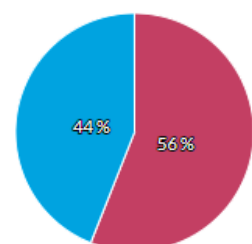


*Please visit the My School website for further contextual information:* http://www.myschool.edu.au/

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

In 2020 the education ministers decided that NAPLAN testing would not proceed for that year due to the COVID-19 pandemic. 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 2020 included mainly 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 2020:

| Description of Professional Learning Activity | No of Staff Attended |
|---|---|
| 1. Child Protection | 25 |
| 2. Moving Beyond Numbers Using Qualitative Data | 18 |
| 3. Identifying and Responding to Children and Young Adults at Risk | 18 |
| 4. First Aid and Anaphylaxis training | 25 |
| 5. Lesson Observation Feedback and Teacher Appraisals | 18 |
| 6. 7 Steps to Narrative Writing | 13 |
| 7. WHS Policies & Procedures Worksop | 18 |
| 8. How to Conduct a Successful and Positive Parent/Teacher Interview | 18 |
| 9. Behaviour Management | 18 |
| 10. Introduction to Autism Spectrum Disorder and Whole School Support | 18 |
| 11. Performance Management Basic Principles | 1 |
| 12. What is Educational Data? | 1 |
| 13. Writing integrated English programs workshop | 18 |
| 14. NAPLAN Narrative Writing Marker Online Course | 1 |

## TEACHER ACCREDITATION

| Level of Accreditation | Number of Teachers |
|---|---|
| Conditional | 1 |
| Provisional | 6 |
| Proficient Teacher | 11 |
| Highly Accomplished Teacher (voluntary accreditation) | 0 |
| Lead Teacher (voluntary accreditation) | 0 |
| **Total number of teachers** | **18** |

## TEACHER QUALIFICATIONS

| Category | Description | Number of Teachers |
|---|---|---|
| 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.* | 18 |
| ii | *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.* | 0 |

## AL HIKMA COLLEGE STAFF

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

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 2020, Al Hikma did not have any indigenous employees of Aboriginal or Torres Strait Islander background. Seventy seven point seven percent (77.7%) of the staff were Muslim and twenty two point two percent (22.2%) were non-Muslim. Please refer to http://www.myschool.edu.au for more information.

| School Staff 2020 | |
|---|---|
| Teaching staff | 18 |
| Full-time equivalent teaching staff | 13 |
| Non-teaching staff | 7 |
| Full-time equivalent non-teaching staff | 1 |

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

## STUDENT ATTENDANCE RATES

| Year Level | Attendance Rate |
|---|---|
| Kindergarten | 93% |
| Year 1 | 93% |
| Year 2 | 94% |
| Year 3 | 94% |
| Year 4 | 94% |
| Year 5 | 95% |
| Year 6 | 94% |
| **Whole School** | **94%** |

Ninety-four percent (94%) of students attended school on average each school day in 2020. This was up by 1% from 2019. There may be slight inconsistencies in the student attendance data as a result of the varying health advice and schooling arrangements across the country in response to the COVID-19 pandemic.

## 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, Curriculum Coordinator 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 (NESA) 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** _____

| SUMMARY OF POLICY | CHANGES IN 2020 | ACCESS TO FULL 5TEXT |
|---|---|---|
| **Student Welfare**<br>The school seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through programs that:<br>• meet the personal, social and learning needs of students<br>• provide early intervention programs for students at risk<br>• develop students' sense of self-worth and foster personal development. | The policy has been reviewed. The school will seek assistance bi-annually from external providers if the need arises. | Full text available by visiting the school website:<br>http://alhikma.nsw.edu.au/ |
| **Lockdown and Lockout**<br>The policy reflects the procedures needed when there is an immediate threat to the school either inside or outside the premises. | This policy has been revised after feedback received following our annual drills. | Full text available by visiting the school website:<br>http://alhikma.nsw.edu.au/ |
| **Discipline**<br>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. | This policy has been revised and will be fully implemented in 2021. The processes of suspension, expulsion and exclusion are more transparent. | Full text available by visiting the school website:<br>http://alhikma.nsw.edu.au/ |
| **Complaints and Grievances**<br>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. | The policy clarifies processes and procedures in place and remains unchanged. | Full text available by visiting the school website:<br>http://alhikma.nsw.edu.au/ |

# THEME 10: SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

| Area | Priorities | Achievements |
|---|---|---|
| **Teaching and Learning** | • Draft and implement new Digital Technologies teaching programs for K-6 | • This was not actioned in 2020 but is a target for 2021 to engage Scope IT |
| | • Introduce Beebots into the classroom to facilitate teaching and learning of coding in Science and Technology lessons | • Beebots were purchased and used in the classrooms, particularly in Kindergarten |
| | • Implement more hands on and engaging methods of teaching | • Students engaged with the Beebots and various activities during Science and Literacy/Numeracy week to further develop their skills |
| | • Review Science, Geography and History programs | • History and Geography programs were reviewed and programs amended accordingly |
| | • Utilise more technology to assist with learning | • Due to COVID-19, the use of MS Teams was evident for remote learning. All classes now use the iPads on a daily basis |
| | • Begin revising the Language and Religious Education Department teaching programs for Arabic, Quran and Islamic Studies | • The process for this began by looking at weekly lesson plans but is a further target for 2021 |
| **Staff Development** | • Continue with whole school training in *Seven Steps to Writing* for imaginative, persuasive and informative texts | • Staff attended the PD and have begun writing and teaching programs that implement the *Seven Steps to Narrative Writing* |
| | • 'In house' professional development to target teacher's interests. Feedback to be presented to all staff | • Teachers completed an online PD then presented it in the form of a workshop to teachers |
| | • Provide staff with Beebots or Robotics/Coding training | • Kindergarten teachers conducted a workshop to train teachers on how to use the Beebots. In 2021 Scope IT will cover the coding side |
| | • Implement a peer appraisal system | • This was conducted once but would like to see it happen each term in 2021 |

| | | |
|---|---|---|
| | • Make all staff aware of the importance of SMART data analysis and implementation of strategies identified as whole school weaknesses | • This was not actioned in 2020 because of COVID-19 but is a target for 2021 |
| | • Continue regular peer observations and mentoring of colleagues to offer constructive criticism feedback | • These were performed each term |
| | • Discussion and collaboration amongst staff to continually grow and improve as a whole school | • This was done at every weekly staff meeting |
| **Facilities and Resources** | • Purchase Digital Technology resources to implement in Digital Technology lessons including Beebots and Scope IT | • Beebots were purchased but Scope IT is a target for 2021 |
| | • Purchase resources to assist with the teaching of Arabic, Quran and Islamic Studies | • Textbooks were purchased but more resources will be purchased in 2021 when programs are fully revised |
| | • Purchase enriching resources to occupy students during recess and lunch times | • Various sports equipment was purchased and put in the playground for students to utilise during recess and lunch |
| **Student Achievement** | • Monitor and track progress of all students, particularly in Literacy, Numeracy and Science | • This was actioned for Literacy and Numeracy, but Science will be a target for 2021 |
| | • Implement a K-6 enrichment program to provide support to less able students | • An enrichment program comprising of a diagnostic and PM Benchmark assessment was conducted to establish which students needed support. Support teachers were then assigned to those students. This will continue in 2021 |
| **Extra-Curricular** | • Introduce a 'Giving back to the community' program | • A very successful food drive and homeless run was run to help those less fortunate. Many local businesses supported this initiative. It is hoped this will continue each year |
| | • Restructure the Student Representative Council (SRC) to give them more responsibility | • SRC members were given more responsibility with the establishment of specialised teams |
| | • Revise and implement the Discipline Policy | • The new policy was finalised in term 4 and implemented in the last few weeks of school so students could get used to it. It will be fully actioned in 2021 |
| | • Introduce a Kindergarten Orientation program whereby new students will spend a few sessions familiarising themselves with the expectations of Kindergarten | • New students attended 2 sessions where they completed activities in the Kindergarten classrooms. They were also taken on a tour of the school and introduced to the other teachers |

## ACHIEVEMENT OF PRIORITIES IDENTIFIED IN 2020 FOR ACHIEVEMENT IN 2021

| Area | Priorities |
|------|-----------|
| **Teaching and Learning** | • Implement new Digital Technologies teaching programs for K-6 with the help of Scope IT |
| | • Revamp the Language and Religious Education Department teaching programs and resources for Arabic, Quran and Islamic Studies |
| | • Provide support classes for students in Arabic, Quran and Islamic Studies |
| | • Fully implement the Discipline Policy |
| **Staff Development** | • Continue regular peer observations and mentoring of colleagues to offer constructive criticism feedback |
| | • Make all staff aware of the importance of SMART data analysis and implementation of strategies identified as whole school weaknesses |
| | • Increase teacher's knowledge of NAPLAN marking by having at least one teacher per stage complete the *NAPLAN Narrative Writing Marker Online Course* and the *NAPLAN Persuasive Writing Marker Online Course* |
| **Student Achievement** | • Monitor and track progress of all students, particularly in Science |
| | • Continue implementing a K-6 enrichment program to provide support to less able students |
| **Facilities and Resources** | • Purchase resources to occupy students during recess and lunch times, with an emphasis on those who aren't interested in sports |
| | • 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 |
| **Extra-Curricular** | • 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 |

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

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

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

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

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

Students participated in various events throughout the 2020 school year, some of which raised funds for those less fortunate in the community, while others focused on responsibility for our environment and others were celebrations promoting respect for our diverse nation. Al Hikma College takes pride in providing students with opportunities to experience, understand and participate in special events. Some of these events included opportunities for students to fundraise and raise awareness of particular organisations. These are listed below.

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

In the week beginning 2nd March, *Life Education* visited the school and ran grade appropriate sessions on taking responsibility of students' bodies and general health. Students demonstrated excellent respect for themselves and their peers.

The whole school contributed to the *Return and Earn* program to understand the concept of recycling to save and respect our environment. It was overwhelming to see the amount of plastic students brought in to recycle. At the end of the initiative our school captains took the plastic bottles and recycled them at the *Return and Earn* compound.

Rather than Harmony Day, *Harmony Week* was celebrated whereby the College celebrated their Australian identity and the multicultural diversity which makes up Al Hikma College. They also listened to 2 guest speakers share their thoughts on harmony.

On the 27th of March, the College went into complete darkness for *Earth Hour*. During recess and lunch times, all lights in the classrooms and corridors were switched off. Students learnt about respecting our precious Earth and not take things for granted.

The Holy month of *Ramadan* played a strong emphasis on self-discipline by always displaying respectful behaviour to everyone. It also allowed students to self-reflect and appreciate the blessings which they may take for granted that others covet. Students participated in various Ramadan activities and reached out to the wider community with performances and special assemblies.

Ramadan culminated with a very special *Eid* celebration turning our attention to those less fortunate than ourselves by giving generously to charities, thus emphasising our responsibility to others. This also was a recognition and respect for the diverse cultures within our own community and the different ways these festivals are celebrated.

To coincide with the holy month, we decided to run two initiatives for those less fortunate than us. The first was the *Homeless Run*. Selected year 5 and 6 students joined the principal and teachers to feed the homeless in the city on two occasions. Our students commented that they felt touched by the amount of homeless people on the streets. The second was a *Food Drive*. For a month, students and teachers were asked to donate non perishable food items and toiletries to be distributed to local families in need. The outpouring of donations was incredible. The local newspaper was interested in the story they even published it. These two projects exemplified the need for students to give back to the community.

In term 3 selected students participated in external *NRL training sessions* by coaches where they learnt some skills. To culminate this, an *NRL Shield Gala Day* was held with nine other schools. The aim of the Gala Day was to build connections and friendship bonds between students in Stages 2 and 3 and see how they work together to meet a common goal. The day allowed all students to strengthen their social skills and ability to step outside their comfort zones to meet, interact and respect others from different schools in a non competitive way.

*Science Week* is always a big event at the College. We strive to promote scientific endeavours and respect for the environment through activities and projects and an interactive science display for parents and caregivers. We celebrated the wonders of science and partook in 2 incursions. This was a regular event on our calendar and much enjoyed by the school community.

During *National Literacy and Numeracy Weeks*, we celebrated the wonders of books Maths. Students participated in a range of activities including a Spelling Bee Competition and Buddy Reading. The highlight is always the book parade but unfortunately due to COVID, we could not have our parent community present.

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

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

The College encourages constructive criticism from staff, students and parents. The feedback is generally constructive, and the data gathered is considered further and recommendations deliberated on for implementation in 2021. Throughout the year, the school prides itself on its open-door policy and its open communication amongst students, staff and parents.

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

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

The College continued to enjoy a growth of student population. The College also maintained a warm community feel, despite the growth, which is much appreciated by parents. Parents have expressed satisfaction with the administration staff and teachers, especially in the early stages of schooling where they are concerned about their children's independence at school and the care they enjoy from their teachers. Parents support school initiatives throughout the year and enjoy the events we organise. Our annual presentation day is very well attended and anticipated, as we showcase students' entertainment items and presentations as well as celebrating the academic achievement of all our students.

The College has an active Students' Representative Council (SRC) which organises various events and assist in the day-to-day operations of the College at a student level. Discussions through fortnightly meetings, indicated that student satisfaction is also very positive. The students are proud of their achievements and are very proud members of the College and the wider Australian community.

General informal feedback from staff indicated that students of Al Hikma College were satisfied and that they felt safe at school. This was quite evident in 2020 with a positive average of ninety-four present (94%) attendance record. Students were constantly involved in supportive and rich teaching and learning experiences as well as extracurricular activities. Students would often express themselves informally with the administrative staff, teaching staff and the College Principal about their positive engagement in these activities and events. Remote learning was something new both parents, students and teachers learnt. Despite the anxious feelings at first, positive feedback was given from the 3 parties about how we structured our lessons and promoted student engagement.

Formal and informal feedback from teachers, indicated that during 2020, staff were generally satisfied, particularly in terms of relationships, staff morale, work roles and work value/recognition. Staff usually meet once a week in formal meetings where they express their thoughts/ideas/concerns. Staff are also welcome to see the Principal or K-6 Curriculum Coordinator for any matters that are causing them concern.

**GRAPHIC ONE – RECURRENT/CAPITAL INCOME**

| Segments | Percentage % | Total $ |
|---|---|---|
| Fees and Private Income | 14% | 818,579 |
| State Recurrent Grants | 20% | 1,115,147 |
| Commonwealth Recurrent Grants | 57% | 3,240,289 |
| Government Capital Grants | 7% | 427,500 |
| Other Income | 2% | 114,961 |
| **Total Income** | **100%** | **5,716,476** |

## Recurrent / Capital Income
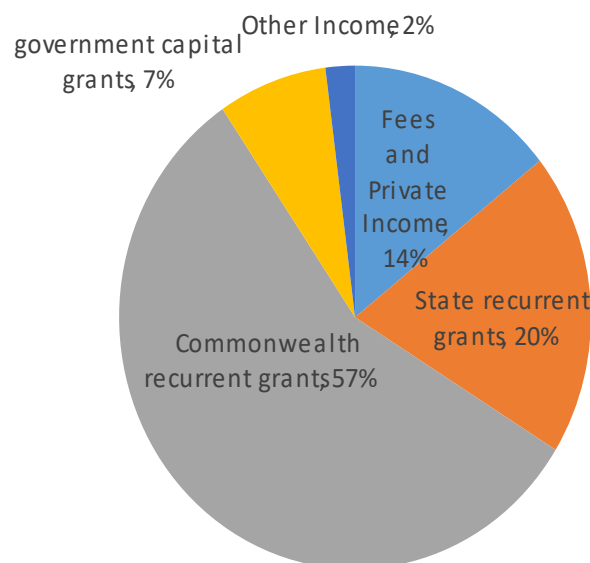


- Fees and Private Income
- State recurrent grants
- Commonwealth recurrent grants
- government capital grants
- Other Income

| Segments | Percentage % | Total $ |
|---|---|---|
| Salaries, Allowances and Related Expenses | 51% | 1,841,113 |
| Non-Salary Expenses | 40% | 1,421,710 |
| Capital Expenditure | 9% | 316,628 |
| **Total Income** | **100%** | **3,579,451** |

## Recurrent / Capital Expenditure
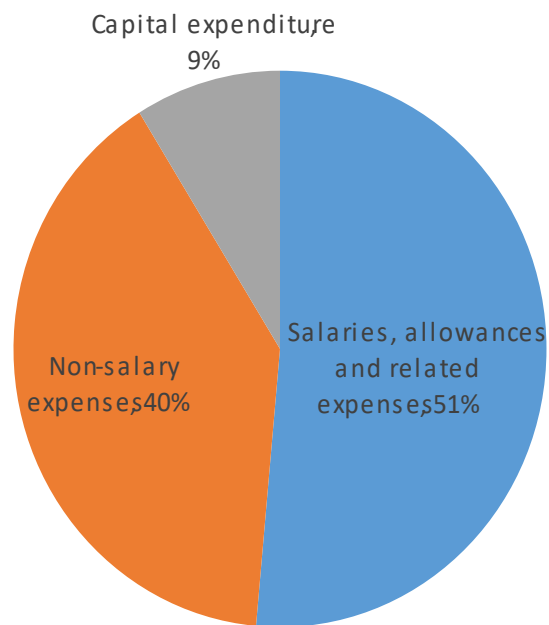


Legend: ■ Salaries, allowances and related expenses ■ Non-salary expenses ■ Capital expenditure

# THEME 14: PUBLICATION REQUIREMENTS

## EDUCATIONAL AND FINANCIAL POLICY

## POLICY

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

## PROCEDURES FOR ANNUAL REPORT

Procedures required for implementing the policy are as follows:

- the College Principal is responsible for co-ordinating the final preparation and distribution of the annual report to 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:

  o delivery of information for each reporting area to the person coordinating the report

  o preparation and publication of the report

  o 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.

The College Principal will ensure that the annual report is submitted online to the NSW Educational Standards Authority (NESA) by the 30th of June. It may be accessed on the College Website at http://www.alhikma.nsw.edu.au .
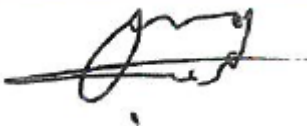
The Principal will also make arrangements to provide a hard copy of the report, on request, to a person who is responsible for a student and is unable to access the internet.

Provided below is the process for preparing the 2020 Annual Report. Reporting Themes/Areas are compiled as the data becomes available to the Principal by the 1st of June. The College Principal is responsible for uploading the Annual Report to the NSW Educational Standards Authority (NESA) by 30th June.

| REPORTING AREA/THEME |
| --- |
| **Theme 1** |
| • a message from key school bodies |
| **Theme 2** |
| • contextual information about the school |
| • characteristics of the student body |
| **Theme 3** |
| • student outcomes in standardised national literacy and numeracy testing. |
| **Theme 4 – Not Applicable** |
| **Theme 5** |
| • a summary of professional learning undertaken by teachers (as defined by the *Teacher Accreditation Act 2004*) during the year. |
| • accreditation status of all teaching staff (as defined by the *Teacher Accreditation Act 2004*) who are responsible for delivering the curriculum. |
| • summary of qualifications of teaching staff. |
| **Theme 6** |
| • workforce composition. |
| **Theme 7** |
| • student attendance rates for each Year level and the whole school. |
| • a description of how the school manages student non-attendance. |
| **Theme 8** |
| • the full text of the school's enrolment policies, including all prerequisites for continuing enrolment. |

| REPORTING AREA/THEME |
| --- |
| **Theme 9** |
| • A summary of school policies for student welfare, anti-bullying, discipline and complaints and grievances. |
| **Theme 10** |
| • priority areas for improvement as selected by the school for 2020 and achievement of those priorities. |
| **Theme 11** |
| • actions undertaken by the school to promote respect and responsibility. |
| **Theme 12** |
| • a description in plain language of parent, student and teacher satisfaction. |
| **Theme 13** |
| • summary financial information. |
| **Theme 14** |
| • Publication/information requirements:<br>   o  Annual report provided to NESA on *RANGS Online,* **no later than 30th June 2021.**<br>   o  Public disclosure by publishing the annual report, or its availability is advertised online (e.g. the school website) **no later than 30th June 2021**.<br>   o  Report able to be provided to those unable to access the internet.<br>   o  Policies and procedures to ensure availability of information to the Minister on request. |

2020 Annual Report completed by

Mr Omar Merheb
**PRINCIPAL**
**AL HIKMA COLLEGE**