

AL HIKMA COLLEGE



ANNUAL REPORT 2025

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The 2025 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

Assalamu Alaikum wa Rahmatullahi wa Barakatuh

All praise is due to Allah (SWT), whose guidance and countless blessings continue to inspire and strengthen our College community. It is my privilege to present the 2025 Annual Report for Al Hikma College, reflecting on another year of growth, achievement and purposeful progress.

Throughout 2025, our College remained steadfast in its commitment to providing an exceptional Islamic education that nurtures students academically, spiritually and personally. As we continue to grow, we have embraced new opportunities to strengthen our educational programs, enhance student wellbeing and plan strategically for the future of our community.

A significant milestone during the year was the review and refinement of our Five-Year Strategic Plan. This process allowed the Board to reflect on our achievements, evaluate emerging priorities and establish a clear vision for the years ahead. Our renewed strategic direction focuses on delivering excellence in teaching and learning, strengthening student wellbeing, fostering meaningful partnerships with families and investing in facilities that will support the continued growth of our College.

The name Al Hikma, meaning *wisdom*, continues to shape our identity and purpose. Wisdom in Islam extends beyond knowledge; it encompasses sound judgement, integrity and the ability to apply learning for the benefit of others. These values remain central to everything we do as we strive to develop young Muslims who are confident in their faith, committed to excellence and prepared to make positive contributions to society.

Academic excellence remains a key priority for the College. Our continued focus on literacy and numeracy has strengthened student learning outcomes through high-quality teaching, evidence-informed practice and a culture of continuous improvement. Alongside academic success, we remain deeply committed to supporting the wellbeing of every student and staff member. By fostering safe, supportive and nurturing learning environments, we enable our students to flourish both inside and outside the classroom.

We are delighted by the outstanding achievements of our students in the 2025 NAPLAN assessments. These results reflect the dedication of our teachers, the perseverance of our students and the strong partnerships we share with our families. While academic success is important, our mission extends

beyond examination results. We remain committed to cultivating Islamic values, exemplary character and a lifelong love of learning in every child entrusted to our care.

Our Qur'an Memorisation Program continues to flourish, with a growing number of students striving to become Hafiz and Hafiza of the Holy Qur'an. This program reflects the unique character of Al Hikma College by combining academic excellence with a deep commitment to Islamic knowledge, worship and character development.

Since opening its doors in 2012 as a small K–6 school, Al Hikma College has experienced remarkable growth. Today, with approximately 400 students, we are proud to be recognised as one of New South Wales' rapidly expanding independent Islamic schools. This growth is a testament to the trust placed in our College by families and the unwavering dedication of our staff and leadership.

The Board remains committed to working collaboratively with the Principal, executive team and staff to ensure that every student is provided with the opportunities, support and encouragement needed to reach their full potential. We continue to foster a culture built upon respect, collaboration, high expectations and a genuine sense of belonging, where every child is known, valued and inspired to succeed.

We recognise that education is most successful when schools and families work together. I extend my sincere appreciation to our parents and caregivers for the trust they place in Al Hikma College and for their ongoing partnership in their children's educational journey. Together, we are shaping young people who are knowledgeable, compassionate, resilient and firmly grounded in Islamic values.

On behalf of the Board, I extend my heartfelt thanks to our Principal, leadership team, teachers, support staff, students and families for their continued commitment to our shared vision. Your dedication, hard work and faith in our mission enable Al Hikma College to continue growing as a centre of educational excellence and Islamic values.

May Allah (SWT) continue to bless our College, grant us wisdom in our decisions, sincerity in our intentions and success in our efforts to educate the next generation of confident Muslim leaders.

Wassalamu Alaikum wa Rahmatullahi wa Barakatuh

Habib Farid
Chairman
Al Hikma College Board

MESSAGE FROM THE COLLEGE PRINCIPAL

Assalamu Alaikum wa Rahmatullahi wa Barakatuh

It is with immense gratitude to Allah (SWT) and great humility that I write my first Principal's Message since returning to Al Hikma College. After six years away, Allah, in His infinite wisdom and mercy, has blessed me with the opportunity to once again serve this remarkable school community.

Returning to Al Hikma has truly felt like coming home after a long journey. It is a place that has always held a special place in my heart—a community that feels like family. Looking back, I am reminded that every stage of our journey unfolds according to Allah's perfect wisdom.

"And Allah is the best of planners." (Qur'an 3:54)

As I begin this new chapter, I would like to sincerely acknowledge Mr Mohammed Safih for his dedicated leadership and service to Al Hikma College. His commitment to our students, staff and wider community has helped strengthen the foundations upon which we continue to build. I would also like to recognise the outstanding contribution of Ms Melissa Akamatis, whose leadership as Curriculum Coordinator has been instrumental in maintaining high standards of teaching and learning across the College. Her commitment to curriculum excellence, staff development and continuous school improvement has provided invaluable stability and direction for our school community. I am grateful to both Mr Safih and Ms Akamatis for their dedication and for the strong foundation they have helped establish.

My own educational journey spans more than twenty years across teaching and school leadership. Throughout this time I have served as a Classroom Teacher, Grade and Stage Coordinator, Wellbeing and Discipline Coordinator and School Principal. These experiences have shaped my belief that outstanding schools are built upon three enduring principles: leading by example, maintaining high expectations and fostering a genuine sense of community.

Education extends far beyond academic achievement. Within an Islamic learning environment, our responsibility is to nurture the whole child—academically, morally, emotionally and spiritually. We aspire to develop young people who possess strong Islamic character, integrity, compassion, resilience and a lifelong love of learning. Success is measured not only by examination results, but by the quality of the individuals our students become and the positive contribution they make to their families, communities and the Ummah.

As educators, there will always be challenges, moments of uncertainty and decisions that require courage and conviction. During such times, I find comfort in Allah's promise:

"Allah 'alone' is sufficient 'as an aid' for us and 'He' is the Best Protector." (Qur'an 3:173)

This verse serves as a reminder that when our intentions are sincere and our trust is placed in Allah (SWT), He provides the guidance and strength we need to fulfil our responsibilities.

I remain passionate about creating learning experiences that inspire curiosity, critical thinking, creativity and resilience. Through evidence-informed teaching practices, innovative curriculum design, purposeful integration of technology and meaningful inquiry-based learning, we continue to prepare our students for the opportunities and challenges of an ever-changing world. Equally important is our commitment to student wellbeing, recognising that every child thrives when they feel safe, valued, supported and connected.

None of this can be achieved in isolation. I have been deeply humbled by the dedication, professionalism and unwavering commitment of our staff, who work tirelessly each day to provide the very best educational experiences for our students. I am equally grateful for our parents and caregivers whose partnership, trust and support remain central to the success of our College. Together, we create a community where every child is encouraged to reach their full potential.

Most importantly, I acknowledge our students—the true heart of Al Hikma College. They inspire us each day through their enthusiasm, kindness, perseverance and willingness to learn. They are the reason we continually strive to improve, innovate and uphold the highest standards of education and care.

As we look towards the future, I pray that Allah (SWT) grants us sincerity in our intentions, wisdom in our decisions and barakah in all that we undertake. Whenever I reflect on the responsibility entrusted to educational leaders, I am reminded of the words of Allah:

"Soon you will remember what I am saying to you. And I entrust my matter with Allah. Surely, Allah has all (His) servants in sight." (Qur'an 40:44)

It is with this trust that I begin this new chapter, seeking only to serve our students, staff and community with justice, compassion and humility.

May Allah (SWT) continue to bless our staff in their service, our parents in their support, and our students with success in this life and the Hereafter. May Al Hikma College continue to flourish as a place where faith strengthens hearts, knowledge enlightens minds and character shapes future generations.

Alhamdulillah Rabbil 'Alameen



Mr Alan Khoder
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. In 2025 the total number of enrolments stood at 399. In 2025 there were 2 Early Stage 1 classes, 5 Stage 1 classes, 4 Stage 2 classes and 3 Stage 3 classes.

The College has 399 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.

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. 99% 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 focused 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 Reconciliation Week, Book 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 2025

School sector	Non-government
School type	Primary
Year range	K-6
Location	Major City
Enrolments	399

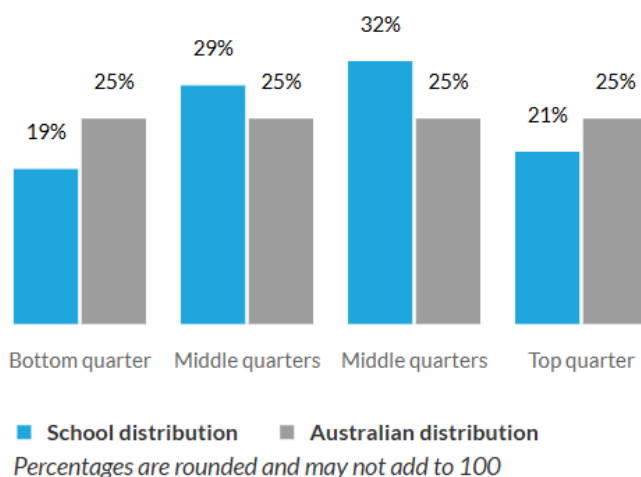
STUDENT BACKGROUND 2025

Index of Community Socio- Educational Advantage (ICSEA)

School ICSEA value	1049
Average ICSEA value	1000
Data source	Parent information

Distribution of students

Distribution of Socio-Educational Advantage (SEA)



STUDENTS 2025

Total enrolments: 399

Boys	195
Girls	204

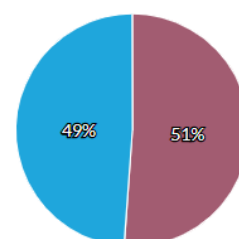
Full-time equivalent enrolments: 431.0

Indigenous students	0 %
Language background other than English	99 %

Students

Total enrolments: 399

Boys 195
Girls 204



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

THEME 2: OUTCOMES AND RESULTS

Al Hikma College is proud of the results in the 2025 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 a comprehensive report.

	Reading		Writing		Spelling		Grammar		Numeracy	
Year 3	414		450		437		433		408	
	397-430		436-464		421-452		415-450		393-422	
	SIM 409	ALL 402	SIM 425	ALL 414	SIM 416	ALL 405	SIM 418	ALL 408	SIM 410	ALL 405
Year 5	497		479		521		520		495	
	476-519		459-500		502-541		497-543		476-513	
	SIM 500	ALL 492	SIM 489	ALL 480	SIM 505	ALL 487	SIM 512	ALL 497	SIM 500	ALL 492

Al Hikma College's average when compared to schools with similar students is:	How to read and interpret the above table:																
<table><tr><td></td><td>Well above</td></tr><tr><td></td><td>Above</td></tr><tr><td></td><td>Close to</td></tr><tr><td></td><td>Below</td></tr><tr><td></td><td>Well below</td></tr><tr><td></td><td>No comparison available</td></tr></table>		Well above		Above		Close to		Below		Well below		No comparison available	Schools with similar students <table><tr><td colspan="2">366 354-378</td></tr><tr><td>SIM 391 383 - 399</td><td>ALL 398</td></tr></table> Selected school's average Margin of error at 90% level of confidence For all Australian schools	366 354-378		SIM 391 383 - 399	ALL 398
	Well above																
	Above																
	Close to																
	Below																
	Well below																
	No comparison available																
366 354-378																	
SIM 391 383 - 399	ALL 398																
- 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 Head of 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 2025, 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 2025

Teaching staff	23
Full-time equivalent teaching staff	18.8
Non-teaching staff	13
Full-time equivalent non-teaching staff	10.4

TEACHER ACCREDITATION

Level of Accreditation	Number of Teachers
Conditional	6
Provisional	9
Proficient Teacher	8
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	23

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's 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 2025 included professional development imparted by the Principal, K-6 Head of 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 2025:

Description of Professional Learning Activity	No of Staff Attended
1. Child Protection	36
2. Code of Conduct	36
3. Discipline & Evacuation policies	36
4. First Aid and CPR training	36
5. 3P Learning – Reading Eggs & Mathletics	14
6. Lesson Observation Feedback and Teacher Appraisals	14
7. ClickView	14
8. Oxford Maths	14
9. AIS Planning and Programming for New NSW Science & Technology syllabus	14
10. Peer Observations	16

THEME 4: ATTENDANCE

STUDENT ATTENDANCE RATES

Year Level	Attendance Rate
Kindergarten	88%
Year 1	91%
Year 2	90%
Year 3	92%
Year 4	86%
Year 5	91%
Year 6	93%
Whole School	90%

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 2025	ACCESS TO FULL TEXT
Enrolment Policy 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.	The policy has been reviewed and revised.	Full text available by visiting the school website: https://www.alhikma.nsw.edu.au/policies-and-annual-reports
Child Protection Policy The school seeks to provide a safe and supportive environment to support the mental, physical, and emotional wellbeing of students through programs that: • 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.	The policy has been reviewed and revised.	Full text available by visiting the school website: https://www.alhikma.nsw.edu.au/policies-and-annual-reports
Anti-bullying 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.	The policy has been reviewed and revised.	Full text available by visiting the school website: https://www.alhikma.nsw.edu.au/policies-and-annual-reports
Discipline 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.	The policy has been reviewed and revised.	Full text available by visiting the school website: https://www.alhikma.nsw.edu.au/policies-and-annual-reports

Complaints

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 has been reviewed and revised.

Full text available by visiting the school website:
<https://www.alhikma.nsw.edu.au/policies-and-annual-reports>

THEME 6: STAKEHOLDER SATISFACTION

During 2025, 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

The survey revealed strong parental satisfaction across most areas evaluated, reflecting positively on the school's environment, teaching practices, and student wellbeing. The data consisted of 30 participants. The responses were largely in the "Agree" and "Strongly Agree" categories, indicating a supportive perception from families.

Key Strengths:

1. Teacher Expectations and Support:

- 75% of parents "Strongly Agree" that teachers expect students to do their best.
- 76% "Strongly Agree" that feedback provided by teachers is useful.

2. Student Wellbeing and Engagement:

- 74% of parents strongly agree that their child likes being at the school.
- 79% believe student behaviour is well managed.

3. Parent-Teacher Communication:

- 96% of parents agree or strongly agree they can speak to teachers about concerns.
- No parents disagreed with this statement, reflecting positive communication practices.

Areas such as **school maintenance and parent engagement in decision-making** could benefit from further attention. Overall, the data highlighted the school's positive culture and provided a clear foundation for continued improvement.

Student Feedback

This report summarised student responses from a satisfaction survey. The data consisted of 63 student responses across various statements regarding their school experience, teachers, and learning environment. The responses were categorised into five options: *Strongly agree*, *Agree*, *Neutral*, *Disagree*, and *Strongly disagree*.

Key Findings:

1. Teacher Expectations & Motivation

- **93%** of students *strongly agree* that teachers expect them to do their best.
- **75%** *strongly agree* and **57%** *agree* that teachers motivate them to learn, indicating strong encouragement from staff.

2. Feedback & Fairness

- **74%** responded positively (*agree* or *strongly agree*) about receiving useful feedback.
- On fairness, **78%** reported positive perceptions.

3. Student-Teacher Relationships

- **77%** *agree* or *strongly agree* they can talk to their teachers about concerns.
- However, **20%** remained *neutral* and **3%** *disagreed*, suggesting room for improved communication.

4. School Environment & Voice

- **78%** said they *like being at their school*.
- **69%** agreed that their school looks for ways to improve.
- **76%** felt that their opinions are taken seriously, though **18%** were *neutral* or negative.

5. Learning Opportunities

- **70%** agreed that they have opportunities to engage in interesting activities.

The student satisfaction data reflected a generally positive school environment where most students felt supported, motivated, and valued by their teachers. High levels of agreement on teacher expectations and motivation suggested strong instructional relationships. However, the results also highlighted areas for growth—particularly in student voice, and communication—where a noticeable proportion of students felt neutral or dissatisfied. Addressing these areas will help ensure that all students feel safe, heard, and fully engaged in their school experience.

Teacher Feedback

The staff satisfaction survey collected responses across key areas related to the work environment, support systems, and overall staff wellbeing at the school. The responses used a Likert scale ranging from Strongly Disagree to Strongly Agree.

Key Findings

1. Fair Treatment of Staff

- 75% of staff agreed or strongly agreed that they are treated fairly.
- Only 1 respondent disagreed; no one strongly disagreed.

2. Satisfaction with Teaching and Learning Environment

- 85% of staff responded positively (Agree or Strongly Agree).
- 2 staff remained neutral; none disagreed.

3. Professional Development

- 90% of staff agreed their professional development needs are addressed.

4. Instructional Materials

- 70% of staff agreed or strongly agreed that they have sufficient materials.

5. Feeling Supported

- 76% feel supported at school, with 3 expressing neutrality and none expressing disagreement.

6. Staff Voice

- 85% feel their thoughts and opinions are taken seriously.
- 2 staff remained neutral.

7. Opportunities for Leadership or Participation

- 83% of staff agreed or strongly agreed they are given leadership or participation opportunities.

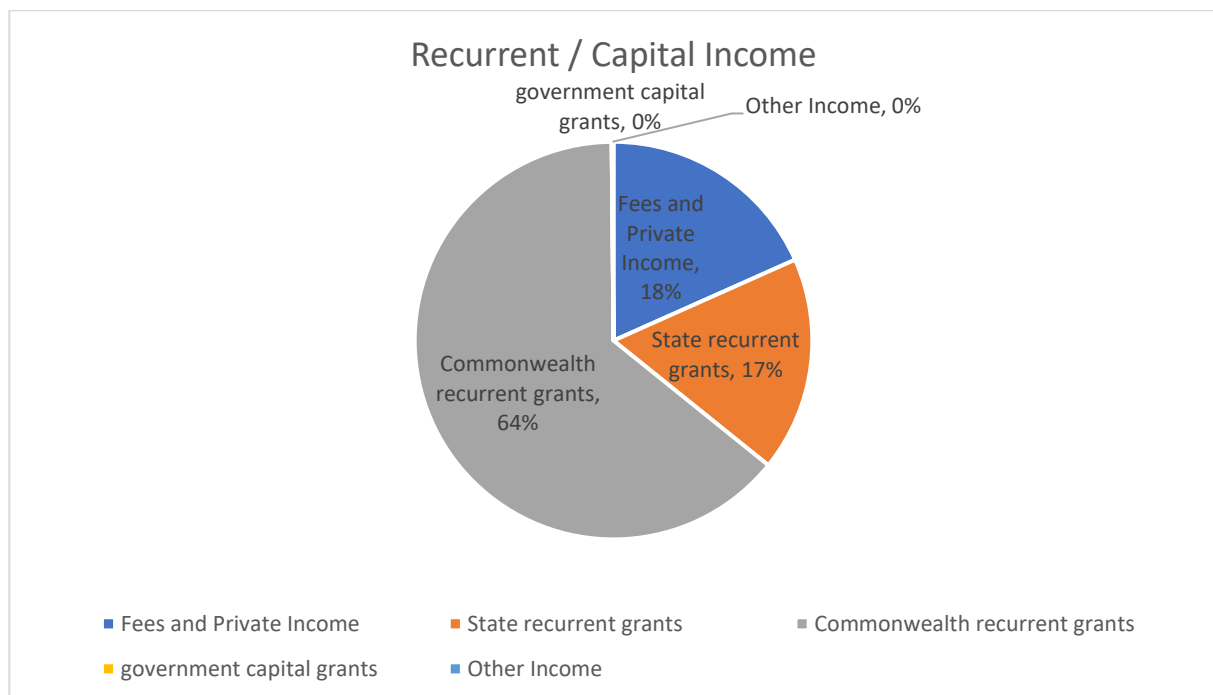
Overall, staff feedback is largely positive across most domains, especially in professional development and leadership opportunities. Areas requiring further attention include increasing transparency and engagement in school improvement efforts. Neutral responses in some categories suggest potential gaps in communication or clarity of school initiatives.

THEME 7: SUMMARY FINANCIAL INFORMATION

■ *Focus: Strategic growth, sustainability, and infrastructure enhancement.*

GRAPHIC ONE – RECURRENT/CAPITAL INCOME

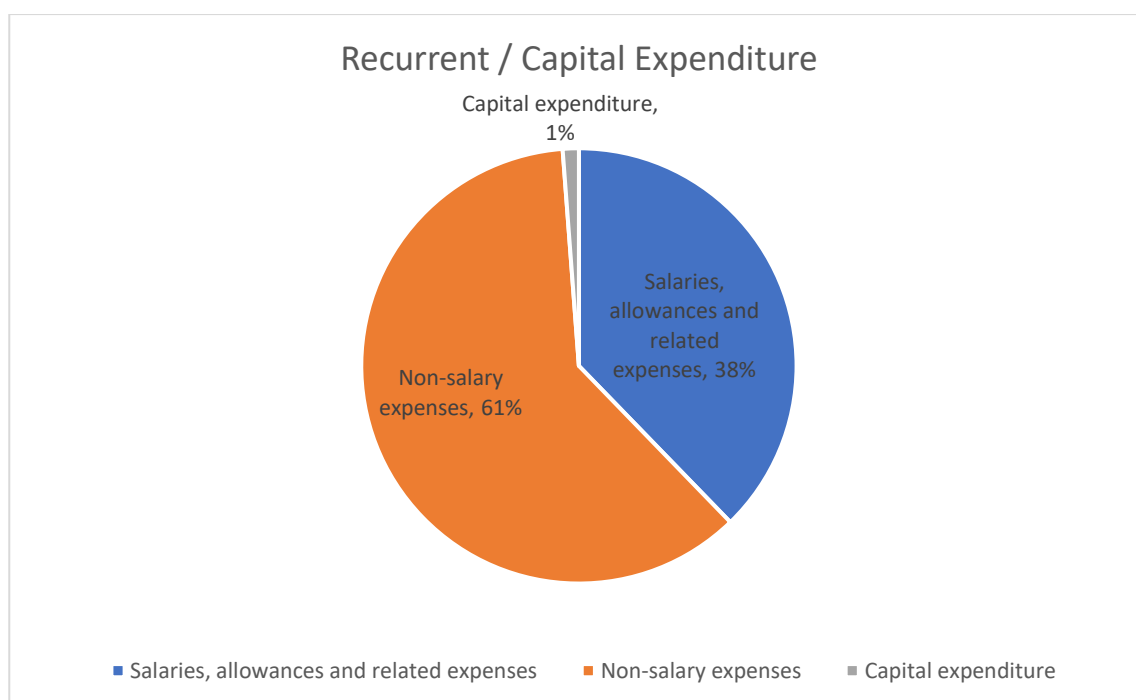
Segments	Percentage %
Fees and Private Income	18%
State Recurrent Grants	17%
Commonwealth Recurrent Grants	64%
Government Capital Grants	0%
Other Income	0%
Total Income	100%



GRAPH TWO – RECURRENT/CAPITAL EXPENDITURE

■ *Focus: Strategic growth, sustainability, and infrastructure enhancement.*

Segments	Percentage %
Salaries, Allowances and Related Expenses	38%
Non-Salary Expenses	61%
Capital Expenditure	1%
Total Income	100%



2025 Annual Report completed by

Mr Alan Khoder
PRINCIPAL
AL HIKMA COLLEGE