



Al Hikma College

Annual Report 2014

TABLE OF CONTENTS

KEY SCHOOL BODIES' MESSAGES	2
CONTEXTUAL INFORMATION	5
STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING	6
SENIOR SECONDARY OUTCOMES.....	7
TEACHER STANDARDS AND PROFESSIONAL LEARNING.....	8
WORKFORCE COMPOSITION.....	10
STUDENT ATTENDANCE RATES	11
ENROLMENT POLICY	13
OTHER SCHOOL POLICIES.....	15
SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT.....	17
INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY	20
PARENT, STUDENT AND TEACHER SATISFACTION	21
SUMMARY FINANCIAL INFORMATION	22
PUBLICATION INFORMATION REQUIREMENTS	23

KEY SCHOOL BODIES' MESSAGES

CHAIRMAN OF THE BOARD OF DIRECTORS MESSAGE

Al Hikma College was founded to provide opportunities to boys and girls to excel to their personal best. The school aims to develop each child intellectually, physically, emotionally, socially, religiously, morally, aesthetically and vocationally in an Islamic environment in Australia, so that the children are happy and successful citizens of Australia.

Wisdom (Hikma) is the ability to combine useful knowledge and righteous deeds in one's life. Al Hikma College is an educational and spiritual institution founded on Islamic principles, Australian values and the pursuit of academic excellence. This will be achieved through empowering all children to reach their full potential within a safe, caring and supportive environment. The College's rigorous academic program fosters confidence, compassion, humility and integrity, needed to live fulfilling and successful lives. This philosophical framework provides a holistic education inclusive of academics, religious instruction, extracurricular activities, etiquette and good character. Thus students will leave the college with a positive identity as Australian Muslim children and ultimately responsible global citizens.

School Motto

Wisdom Knowledge Character

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 is able to 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.



SCIENCE WEEK 2014



REPORTING AREA 2

CONTEXTUAL INFORMATION and CHARACTERISTICS OF THE STUDENT BODY

Al Hikma College is an independent school founded in 2012. The College adheres to the principles and values of the Islamic faith and values for Australian schooling. The teaching curriculum is based on the New South Wales Board of Studies curriculum for primary schools. In 2014, the third year of operation for the College, student numbers increased from 111 to 224. The number of classes increased; the school comprised three kindergarten classes, two year one classes, two year two classes, and a stage 2 and a stage 3 composite class, a total of 9 classes. The teaching staff also increased; nine classroom teachers, one language, one religious education teacher and .2 literacy support.

All students are followers of the Islamic faith. The vast majority of children speak English as their second language and come from a variety of ethnic backgrounds, bringing a rich diversity of cultures. 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 students, who are at the heart of the school's business, are being catered for through the implementation of research-based teaching techniques and programs. The students also enjoy participation in a rich variety of extra-curricular activities. Islamic values and the Nine Values for Australian Schooling are manifested through the school rules and the implementation of the Religious Education Program.

Al Hikma College prides itself on being a student-centred school with a supportive environment that implements informed teaching and learning programs.

Student art



REPORTING AREA 3

**STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND
NUMERACY TESTING**

Al Hikma participated in the NAPLAN for the first time in 2014. Two small cohorts comprising 22 students in year 3 and three students in year 5 participated.

YEAR 3 MEAN

	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
School	410.8		440.7		449.7		445.9		400.9	
State	LBOTE	ALL	LBOTE	ALL	LBOTE	ALL	LBOTE	ALL	LBOTE	ALL
	421.4	423.3	417.9	409.0	445.7	423.9	445.7	436.0	410.7	407.9

YEAR 5 MEAN

	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
School	464.7		488.7		482.1		491.8		442.0	
State	LBOTE	ALL	LBOTE	ALL	LBOTE	ALL	LBOTE	ALL	LBOTE	ALL
	501.5	504.7	484.7	474.1	525.7	507.1	523.0	512.4	504.1	494.3

Notes: All = Entire State School = Al Hikma College LBOTE = Language Background Other Than English

SENIOR SECONDARY OUTCOMES

NOT APPLICABLE

REPORTING AREA 5

TEACHER STANDARDS AND PROFESSIONAL LEARNING

Teaching standards / qualifications

Category	Number of teachers
1. 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, or	10
2. 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

Professional Learning

In 2014, **all** teachers participated in online courses relating to familiarisation and programming of the English, Mathematics and Science and Technology syllabuses delivered by the AISNSW. Individual teachers attended face to face professional learning delivered by the AISNSW, and then shared their learning with colleagues. Throughout 2014, there was a concentrated focus on literacy improvement and on programming for the English, Mathematics and Science and Technology syllabuses.

The following face to face professional learning activities were undertaken by staff throughout 2014.

Description of the Professional Learning Activity	Number of staff participating
Mathematics Programming and Planning	9
Science and Technology Programming and Planning	9
Child Protection workshop	12
Teaching Imaginative Writing	1
The Life Cycle of a Program	2
Transforming Learning in Literacy through Drama	1
Using spoken and visual texts in the classroom	1
Strategic Assessment for Student Improvement	1
Writing K – 6: Teaching beyond text types	1
Creating Safer Independent Schools	1
Science & Technology Syllabus familiarisation	1
Briefing and Workshop on the 2013 Australian Government School (Metro)	1

WORKFORCE COMPOSITION

School staff 2014	
Teaching staff	10
Full-time equivalent teaching staff	10
Non-teaching staff	9
Full-time equivalent non-teaching staff	5.3

In 2014 Al Hikma did not have any employees of Aboriginal or Torres Strait Islander background.

STUDENT ATTENDANCE RATES

Year Level	Attendance Rate
Kindergarten	91.76%
Year 1	93.81%
Year 2	91.78%
Year 3	89.08%
Year 4	97.37%
Year 5	93.88%
Year 6	93.71%
Whole School	93.06

Management of non-attendance

- Attendance is monitored on a daily basis and marked in the attendance register by the class teacher
- All absent students are marked in the attendance register and recorded on an absentee slip by the class teacher.
- Office staff collects the slips and contacts parents to determine the reason for the absence
- Upon return the student must have a note of explanation for the absence ; failing this, an *Unexplained Absence Proforma* will be sent home by the class teacher
- All notes are securely stored; attendance records are retained for a period of seven years.
- The registers of enrolments are archived after end of every school year
- Where absences remain unexplained, class teachers must report it to the coordinator for further investigation
- Unsatisfactory attendance , in excess of 7 days in a term which are unexplained, will be followed up by an interview with the coordinator
- For continued unsatisfactory attendance the Principal will arrange a meeting with the parents. Reasons such as birthdays, helping parents or minding younger brothers or sisters are generally regarded as unsatisfactory reasons for an absence.

- Where unsatisfactory class or school attendance is identified, the attendance issue and any action taken will be recorded, as appropriate, on the student file. The student file will also include the date of enrolment and, where appropriate, the date of leaving the school and the student's destination
- Teachers must report any concerns regarding attendance to the coordinator.

ENROLMENT POLICY

Principles

Al Hikma College aims to provide the choice of Muslim schooling to all those seeking an Islamic education for their children within the parameters set by the NSW Board of Studies curriculum. However, enrolment of a student into Al Hikma College cannot be guaranteed. Our aim is that no student will be refused enrolment or be disadvantaged because of an inability on the part of parents/guardians to meet financial requirements.

Al Hikma College aims to provide its students with a holistic education which takes place in an environment formed 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.

Responsibility

The principal is responsible for developing, monitoring and evaluating enrolment policies for the College. Before acceptance, all applicants for places are required to attend an interview and/or undertake an assessment to ensure that, so far as possible, students attending the College are likely to benefit from the education provided. Such assessment results will not, on their own, determine whether an applicant is accepted.

The offer of enrolment is at the discretion of the Principal who will consider each case on its merits in light of enrolment priorities and the availability of places.

General

At initial enrolment, all parents must give a firm undertaking that they will accept and support the ethos, policies and procedures of the College during the period of their child's enrolment. Enrolment applications received after the due date will only be considered if vacancies still exist, irrespective of

where they might otherwise be placed in the priority order. Special enrolment conditions apply from time to time as part of the planning process to ensure fairness and equitability.

ENROLMENT CATEGORIES

Kindergarten Enrolment

The cut-off enrolment date for children commencing in Kindergarten is five (5) years of age by the 31st of July of the year of enrolment. Kindergarten enrolments are subject to conditions including attendance of parents at an interview and a student assessment. The assessment tests basic knowledge of colours, shapes, numbers, letters and verbal responses to questions relating to these. Selection of kindergarten students will be based on the results of the assessment and interview. Parents will either receive an offer of enrolment or a refusal letter. Parents must accept the offer within a two week period from the date of the offer letter.

The College Board has the final say over student enrolments and reserves the right to accept or reject.

Students with disabilities

Principals must comply with the *Disability Discrimination Act 1992* when considering the enrolment of students with disabilities.

OTHER SCHOOL POLICIES

Policy	Changes in 2014	Access to full text
<p><i>Student Welfare</i> 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 was updated to include communication details amongst the stakeholders in the school; students, parents, teachers, the principal, welfare agencies or health authorities or any other appropriate authorities.</p> <p>In 2014 the policy was revised to clarify exemption from attendance.</p>	<p>Full text available in the school library and on the school website. http://alhikma.nsw.edu.au/</p>
<p><i>Anti-bullying</i> The policy 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</p>	<p>In 2014 the school's anti-bullying policy and procedures were reviewed. The policy implemented included the role of and processes for contacting support services available to the school community including the local police School Liaison officer.</p>	<p>Full text available in the school library and on the school website. http://alhikma.nsw.edu.au/</p>

<p>management strategies that are pragmatic.</p>		
<p><i>Discipline</i> 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 expulsion of a student. Disciplinary actions do not include exclusion.</p>	<p>The discipline procedures were reviewed in 2013.The policy implemented in 2014 includes revised processes for disciplinary action that is based on procedural fairness.</p>	<p>Full text available in the school library and on the school website. http://alhikma.nsw.edu.au/</p>
<p><i>Complaints and grievances</i></p> <ul style="list-style-type: none"> • Process for raising a complaint • Process for responding to a complaint 	<p>The complaints and grievances procedures were reviewed in 2014 to clarify the procedure, including the right to be heard and the right to an unbiased decision.</p>	<p>Full text available in the school library and on the school website. http://alhikma.nsw.edu.au/</p>

SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Achievement of priorities identified in the school's 2013 Annual Report

Area	Priorities	
Teaching and Learning	<ul style="list-style-type: none"> I. Provide professional learning for teachers for the English K – 6 syllabus to be implemented in 2014 II. Support New Scheme teachers through the accreditation process III. Provide literacy support for identified students 	<ul style="list-style-type: none"> i. All teachers in 2014 participated in professional learning for the K – 6 English syllabus ii. New scheme teachers were supported by the coordinator and principal. Consultancy was provided by the AISNSW iii. Identified students in Stage 1 were supported using the Multilit Program
Student achievement	<ul style="list-style-type: none"> I. Continue monitoring student achievement in all Key Learning Areas for identification of areas of need II. Monitoring student achievement in NAPLAN 	<ul style="list-style-type: none"> i. Student progress is monitored using a Continuous Assessment Check List and through regular grade meetings ii. The school participated in NAPLAN for the first time in

		2014; the results were used to identify areas for improvement
Facilities and Resources	<ol style="list-style-type: none"> I. Identification and purchase of key resources to align with the English syllabus II. Purchase and installation of Interactive Whiteboards III. Refurbishment of the library and classrooms IV. Improvement of the play areas 	<ol style="list-style-type: none"> i. Resources were purchased to align with the scope and sequence and to supplement the programs. ii. Whiteboards were installed in all classrooms iii. New display shelves were installed in the library and additional furniture for classrooms was purchased. Air conditioning was upgraded. iv. Improvement of play areas was postponed to 2015.

2014 Priorities – areas for improvement

Area	Priorities
Teaching and learning	<ol style="list-style-type: none"> 1. Literacy improvement: <ul style="list-style-type: none"> • to improve reading comprehension in stages 2 and 3 • to improve early reading skills, phonics and decoding 2. Provide professional learning for teachers to design improved differentiated programs for

	English and Mathematics
Student achievement	Improved outcomes for students in the NAPLAN through improved teaching of literacy and numeracy
Facilities and resources	Continue improvement of play areas to include a quiet area, a grassed area and a games area. Develop the area dedicated for kindergarten students to include safe play equipment.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

A fundamental principle of educating children is to instil a sense of moral and ethical responsibility as well as respect. The teaching and learning programs implemented in 2014 had a strong focus on promoting respect and responsibility.

Clean Up Australia Day was one initiative that prompted a great sense of responsibility towards the environment; students learnt that a clean environment are more conducive to healthy lifestyles.

Bandaged Bear Appeal was another initiative that highlighted the great sense of responsibility to pull our resources together so our children have the best in medical technology and other vital resources.

Harmony Day was celebrated at the college to promote a deeper understanding of the distinctions people enjoy; and thus the respect for different people's traits, values and norms.

Staff and students were involved in ***Australia's Biggest Morning Tea*** to highlight Cancer Research and to be part of the wider community projects initiated by the Cancer Council. Cupcakes were made by parent helpers which were purchased then decorated by students.

Students also participated in ***Walk Safely to School Day*** to promote an understanding of safe pedestrian behaviour, the health benefits of walking and the reduction of the level of air pollution created by motor vehicles. The students were given stickers for their efforts.

Students were involved in religious festivities in the school, respecting the Islamic values which are inherent in the school. The students were responsible for decorating the school and they were treated to a whole school barbecue for their efforts.

PARENT, STUDENT AND TEACHER SATISFACTION

In 2014 the school experienced a growth of student population. The school has maintained a warm community feel, despite the growth, which is much appreciated by parents. The College has a 'service' ethos allowing parents to have access to both the principal and teachers whenever requested. Parents' opinions and involvement are much valued. Parent –teacher interview days are well attended.

The parents were invited to attend the Al Hikma Science Fair during Science Week and the feedback was very positive. Parents informally commented that they enjoyed seeing the projects of the entire school, knowing what to expect and the quality of presentation of throughout K – 6. Many participated in the sensory activities provided for the students and there was lots of dialogue within families about the “science” behind each experiment.

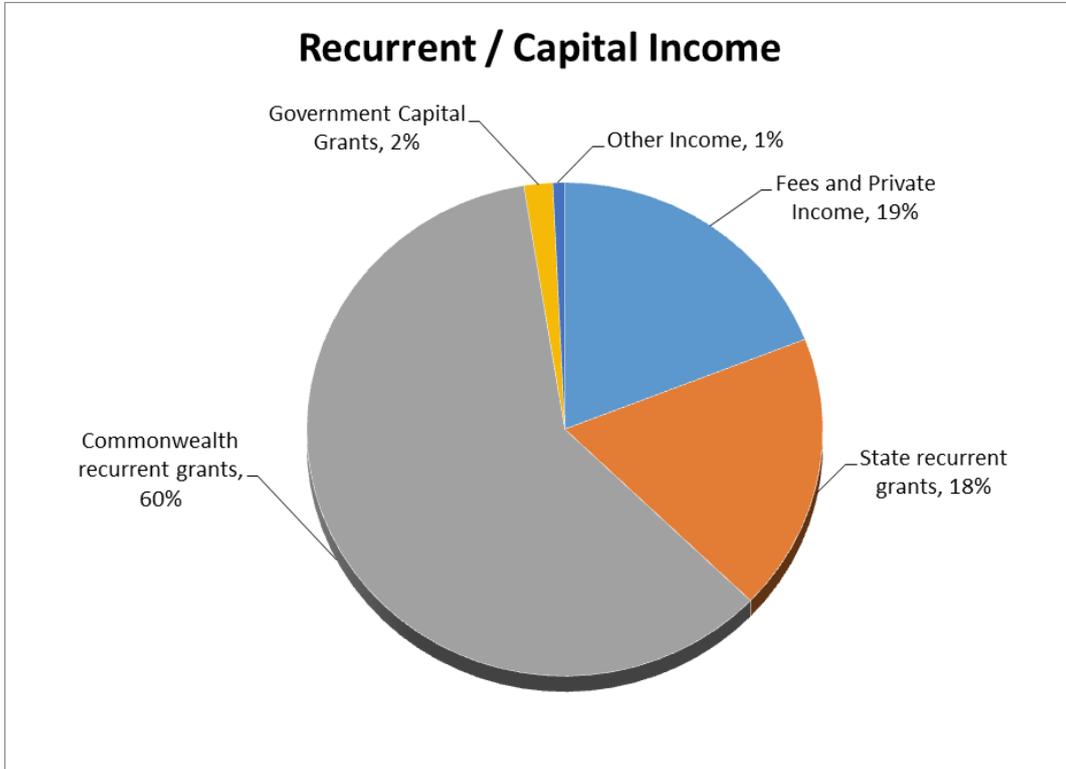
Students enjoyed an eventful year in a community environment where warmth and support were of prime importance. They participated in a range of community based activities like the Haldon Street Festival that enhanced relationships with parents, staff and the wider community.

Teachers retained and newly recruited teachers for 2014 showed a great sense of dedication and responsibility in catering for the needs of students and were happy to continue the journey of educating the young minds and believing that through perseverance and commitments goals are attained.

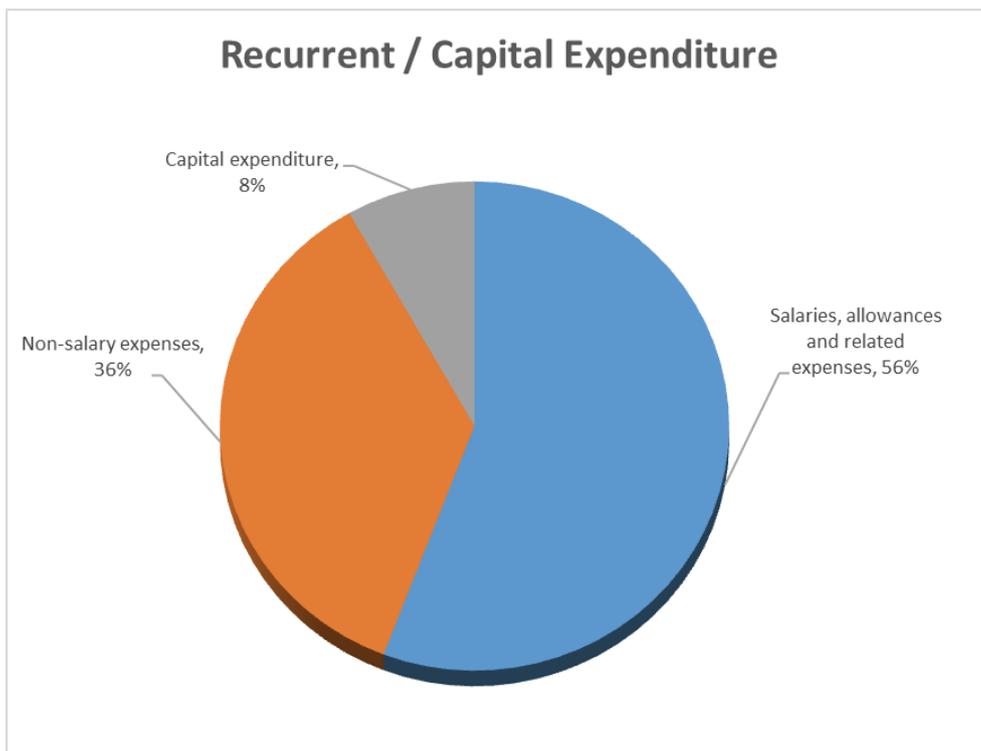
Teachers meet formally each fortnight and on an ad hoc basis for professional dialogue. Informal feedback from teachers indicates that in 2014 staff were generally satisfied in all areas of our school.

SUMMARY FINANCIAL INFORMATION

a. Graphic one: income represented by pie chart



b. Graphic Two: recurrent / capital expenditure



PUBLICATION REQUIREMENTS

The Annual Reports of Al hikma College is available on the website <http://al Hikma.nsw.edu.au/> and at the school upon request from a person responsible for a student.

The school will provide additional information that is requested by the Minister.