

# AL HIKMA COLLEGE



## ANNUAL REPORT 2024

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*The 2024 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

It is with great pride and gratitude to Allah SWT that I present Annual Report for Al Hikma College for the Year 2024. This past year has been one of reflection, strategic progress, and bold steps forward in our pursuit of excellence—educationally, spiritually, and in infrastructure.

At the heart of our journey lies our Five-Year Strategic Plan. This year, the Board undertook a comprehensive review of our long-term planning, updating our strategic direction to better align with the evolving needs of our students and community. Our renewed vision focuses on educational innovation, student wellbeing, community engagement, and infrastructural expansion.

A significant achievement this year was the successful purchase of property on Quigg Street, which marks a key milestone in our expansion efforts. This acquisition is vital in supporting our growing enrolments and enhancing the educational facilities available to our students. Furthermore, the purchase of a 35-acre campsite in Termeil stands as a testament to our commitment to student and staff wellbeing. This site will serve as a dedicated retreat and development space, providing much-needed spiritual, emotional, and physical rejuvenation for our school community.

Another major development is the approval and commencement of Building C, which will house additional classrooms to accommodate our expanding student body and support our goal of delivering quality education in well-resourced, modern learning environments.

The word *Hikma*—derived from "wisdom"—is a guiding principle in our approach. To possess Hikma is to demonstrate beneficial knowledge, deep experience, and ethical judgment. Our College, firmly grounded in Islamic philosophy, is founded on these ideals. We strive to nurture young minds within a framework of excellence in education and strong moral values.

Our curriculum priorities in Numeracy and Literacy continue to shape our academic focus, with ongoing efforts to embed consistent Educational Excellence across all year levels. Equally important is our commitment to the health and wellbeing of every student and staff member. A range of targeted strategies are now in place to monitor and promote mental, emotional, and physical wellbeing as an essential pillar of student success.

This commitment has yielded strong results. We are proud to report outstanding NAPLAN achievements, which reflect our high expectations, quality teaching practices, and the hard work of our students and staff. Providing excellent education while embedding Islamic manners and values is a unique challenge, but one we embrace with sincerity and dedication.

Our College currently has 45 students enrolled in the Quran Memorisation Program, aspiring to become Hafiz and Hafiza—an achievement that adds spiritual depth to our educational offering and reflects our holistic approach to student development.

The School Board has continued to work closely with the Principal and dedicated staff to ensure that every student at Al Hikma College is given the opportunity to thrive. Since its establishment in 2012, Al Hikma College has grown remarkably from a small K-6 school to one of the fastest-growing independent schools in New South Wales, now with a thriving student population of 431.

We continue to foster a school culture built on positive relationships, a strong sense of community, and engagement in extracurricular opportunities. Our staff play a vital role in shaping each child's journey and are fully committed to helping every student reach their fullest potential. We hold a firm belief that every child can succeed, and this belief informs everything we do.

We also acknowledge and appreciate the critical role of parents in their children's education. Your involvement, support, and partnership are integral to the continued success of our students. Together, we aim to raise confident, capable, and morally grounded young Australians who will contribute meaningfully to society.

In closing, I thank our leadership team, teachers, staff, students, and parents for their unwavering support and commitment. May Allah SWT continue to bless our College and guide us in our efforts to seek knowledge, uphold wisdom, and nurture the next generation of leaders.

Wasalam,  
Habib Farid  
Chairman, Al Hikma College Board

## MESSAGE FROM THE COLLEGE PRINCIPAL



One of the joys of preparing an Annual Report is that it gives us the opportunity to look back and be thankful to Allah SWT for allowing us to facilitate the various accomplishments with my team within a short span of being a principal at Al Hikma College. I was fortunate to have the assistance of two efficient coordinators Mrs. Akamatis and Ms. Atem. Mrs. Akamatis who has been serving the college for a decade will be going on a maternity leave in August and hopefully will be back in Term two. We would like to extend our heartfelt appreciation for her outstanding dedication and tireless efforts, not only in her role as Curriculum Coordinator but also as a mentor and leader across all aspects of our school community. Both coordinators played important roles by supporting me in planning, organising, resourcing, leading, and controlling for the purposes of accomplishing the desired goals.

I am filled with immense pride and gratitude for the incredible achievements of our students and the unwavering support of our school community. I would like to touch base on just a few of the many achievements our school has accomplished.

This year, we have witnessed exceptional accomplishments across various fields, beginning with our outstanding NAPLAN results. These results are a testament to the hard work, dedication, and resilience of our students and the commitment of our teachers in nurturing academic excellence.

## Public Speaking

In the realm of public speaking, our students demonstrated exceptional skill and confidence. Securing first & second places in the Inter school Public Speaking Competition is an extraordinary achievement and highlights the power of student voice and expression.



## Cricket Competition

On the sports field, our students have truly shone. Our girls' team claimed victory at the Stage 3 Oz tag Gala Day, showcasing teamwork, determination, and skill. And history was made when our boys won the prestigious Usman Khawaja Cup Cricket Competition for the very first time! This historic win is a moment of pride for our school and a reminder of what can be achieved through persistence and teamwork.



## Representing NSW

Congratulations to three of our talented students who were selected to represent first Interstate Harmony Cup Origin competition in Victoria. We are incredibly proud of the remarkable achievements of our students who have represented the school, state, and country on prestigious platforms.



These students represented NSW in the Interstate Harmony Cup in which they played against the State of Victoria and emerged victorious in both, soccer, and basketball. A **HEARTY CONGRATULATIONS** to all the participants on their fine performances!!!

### Jitsu World Champion:

A special congratulations to our student, *Malik Said*, who represented Australia in Jiu-Jitsu at the World Championship in Abu Dhabi and won a **Gold Medal** in his division!

He has inspired so many of our students to pursue their dreams. Malik's success is a testament to hard work, perseverance, and faith.

These achievements highlight the importance of balancing academics with extracurricular pursuits. We encourage all our students to explore their interests, dream big, and work hard to achieve their goals.



### Robotics

We have placed a growing emphasis on robotics and STEM education across K to 6 fostering innovation and technical skills among students. Robotics plays a pivotal role in STEAMS (Science, Technology, Engineering, Arts, Mathematics, and Sports Technology) education, serving as a dynamic tool to engage students in hands-on learning experiences.

As part of the extra-curricular activities, selected students from grades 3 to 6 participated in Robotics program. They went to Homebush Bay where the students successfully competed against various other schools. Results were encouraging despite this being the first year our school participated in the program.



## Well-Being Camp

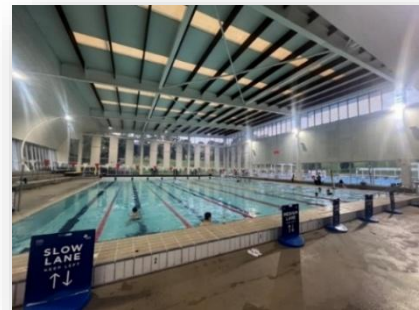


We had a 4-day camp in Term 3 and a 5-day camp in Termeil, Ulladulla! This unforgettable experience provided our students with an opportunity to bond, challenge themselves, and create lasting memories. From team-building activities to outdoor adventures like swimming at the beach, horse riding, archery, agriculture-planting trees, this camp has been an incredible journey of personal growth and discovery. It offered a wonderful opportunity for students to develop their independence, build friendships, and enjoy outdoor activities in a supportive and safe environment.



## Swimming lessons

Our swimming lessons equipped students with essential water skills and confidence in a safe, supportive environment. The lessons were 45 minutes in length and catered for swimmers of all abilities- from absolute beginners to advanced squad swimmers.



## Quran Hafiz Classes

Our Hifz program remains a cornerstone of our extra-curricular activities, allowing students to dedicate their time to memorise the Qur'an under the guidance of qualified teachers. As a result, students maintain excellent discipline, improved their memory skills, gained spiritual enlightenment, and have shown signs of developing cognitive skills. Memorizing the Quran also strengthens the mind, increases the ability to concentrate and promotes mental well-being. We feel elated when visitors make comments like, "Al Hikma College students are the best amongst the schools in discipline".



## Happy Teachers Day!

On the 25<sup>th</sup> of October, we paused to honour the remarkable efforts and reflected on the essential role our teachers play at Al Hikma College.

They are at the heart of our school community, shaping not only the academic achievements of our students but also their character, confidence, and aspirations.



Beyond academics and sports, our school community has continued its tradition of giving back. From supporting local initiatives to contributing to overseas charities has made a tangible difference in the lives of those in need.

Looking ahead, I am pleased to share an exciting vision for our school: the intention to expand and establish a High School in the near future. This initiative reflects our commitment to providing quality education and lifelong learners who can thrive in an ever-changing world. My aim has been to educate the children towards being responsible, model Australian citizens who will and currently are contributing to the development and welfare of this beautiful country.

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

Mr Mohammed Aalim Safih

Principal  
Al Hikma College

## CONTEXTUAL INFORMATION ABOUT THE SCHOOL & CHARACTERISTICS OF THE STUDENT BODY

Al Hikma College is a faith based Islamic coeducational school established in 2012. Classes from Kindergarten to Year 6 are offered at the school, which is situated in Sydney's southwest in a suburb with a diverse community, representing many languages and cultural backgrounds.

There is a steady increase in the number of students since the inception of the College. There has been an increase from 416 in 2023 to 431 in 2024. In 2024 there were 2 Early Stage 1 classes, 5 Stage 1 classes, 4 Stage 2 classes and 3 Stage 3 classes.

The College has 431 students. As an Independent School, the students come from a diverse range of backgrounds, including cultural and language backgrounds other than English. The diverse range of experiences afforded by this policy leads the children to a better understanding and a greater tolerance of others. A survey of the school population revealed that a broad range of different nationalities were represented in the school community.

Al Hikma College commenced with an enrolment of 111 students in 2012. In 2023, 416 students were enrolled, 191 boys and 225 girls. Enrolment figures as reported at the end of the 2024 school year represented an increase of 15 students compared to enrolment figures for 2023.

Many students commence Kindergarten with low levels in many critical areas of literacy, hence there is a whole school focus on literacy development and support. 96% of enrolments have a language background other than English.

Students attend Al Hikma College because of the included religious instruction and the Islamic ethos of the school. The attitudes, beliefs and values of the Islamic faith are instilled in students through their exposure to Islamic Studies, the study of the Quran and daily prayer. The Nine Values for Australian Schooling are incorporated into daily assemblies as well as in the classrooms throughout the entire College.

The College strives to remain 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 2024

School sector	Non-government
School type	Primary
Year range	K-6
Location	Major City
Enrolments	431

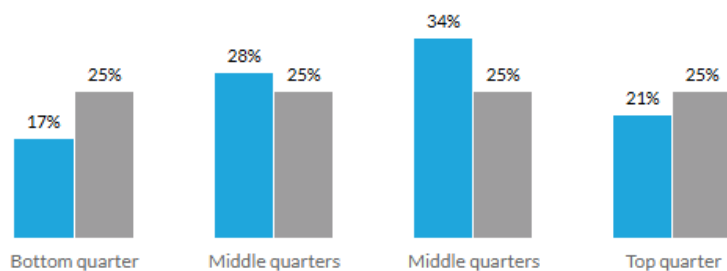
## STUDENT BACKGROUND 2024

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

School ICSEA value	1056
Average ICSEA value	1000
Data source	Parent information

### Distribution of students

Distribution of Socio-Educational Advantage (SEA)



■ School distribution ■ Australian distribution

Percentages are rounded and may not add to 100

## STUDENTS 2024

### Total enrolments: 431

Boys 199

Girls 232

### Full-time equivalent enrolments: 431.0

Indigenous students 0 %

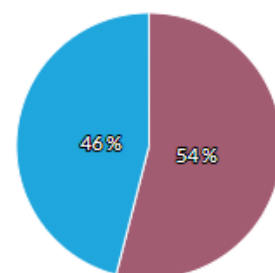
Language background other than English 96 %

### Students

Total enrolments: 431

Boys 199

Girls 232



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 2024 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	<b>414</b>		<b>452</b>		<b>462</b>		<b>439</b>		<b>406</b>	
	397-430		438-466		447-477		421-456		391-420	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	<b>422</b>	<b>404</b>	<b>434</b>	<b>416</b>	<b>425</b>	<b>401</b>	<b>431</b>	<b>409</b>	<b>417</b>	<b>404</b>
Year 5	<b>513</b>		<b>493</b>		<b>537</b>		<b>550</b>		<b>517</b>	
	497-530		477-509		522-553		532-569		502-532	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	<b>507</b>	<b>492</b>	<b>497</b>	<b>485</b>	<b>506</b>	<b>486</b>	<b>516</b>	<b>498</b>	<b>503</b>	<b>489</b>

Al Hikma College’s average when compared to schools with similar students is:	How to read and interpret the above table:																			
<table style="width: 100%; border-collapse: collapse;"> <tr><td style="background-color: #00AEEF; width: 20px;"></td><td>Well above</td></tr> <tr><td style="background-color: #92D050; width: 20px;"></td><td>Above</td></tr> <tr><td style="background-color: #FFF2CC; width: 20px;"></td><td>Close to</td></tr> <tr><td style="background-color: #F4CCCC; width: 20px;"></td><td>Below</td></tr> <tr><td style="background-color: #F08080; width: 20px;"></td><td>Well below</td></tr> <tr><td style="background-color: #D3D3D3; width: 20px;"></td><td>No comparison available</td></tr> </table>		Well above		Above		Close to		Below		Well below		No comparison available	<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;">Schools with similar students</div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <table style="border-collapse: collapse; margin: 0 auto;"> <tr><td style="padding: 2px;">366</td></tr> <tr><td style="padding: 2px;">354-378</td></tr> <tr><td style="padding: 2px;">SIM</td></tr> <tr><td style="padding: 2px;">391</td></tr> <tr><td style="padding: 2px;">383 - 399</td></tr> <tr><td style="padding: 2px;">ALL</td></tr> <tr><td style="padding: 2px;">398</td></tr> </table> </div> <div style="margin-left: 20px;"> <p>Selected school’s average</p> <p>Margin of error at 90% level of confidence</p> <p>For all Australian schools</p> </div> </div>	366	354-378	SIM	391	383 - 399	ALL	398
	Well above																			
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	Close to																			
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	Well below																			
	No comparison available																			
366																				
354-378																				
SIM																				
391																				
383 - 399																				
ALL																				
398																				
<ul style="list-style-type: none"> <li>Average of schools serving students from statistically similar socio-educational backgrounds (SIM box)</li> <li>Average of all Australian schools (ALL box)</li> </ul>																				

## THEME 3: STAFFING

### AL HIKMA COLLEGE STAFF

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

All teaching staff of mainstream classes are responsible for the delivery of the NSW Curriculum determined by NESA in accordance with the *Education Act 1990*. The Principal and K-6 Curriculum Coordinator meet regularly to monitor all teaching programs, student work samples and academic results to ensure compliance with NSW syllabus outcomes. The principal ensures that teaching standards are in accordance with those mandated by NESA. Below are the details of the qualifications of the teaching staff (as defined by the Teacher Accreditation Act 2004) that are responsible for delivering the curriculum.

In 2024, 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 2024	
Teaching staff	27
Full-time equivalent teaching staff	20.2
Non-teaching staff	14
Full-time equivalent non-teaching staff	11

### TEACHER ACCREDITATION

Level of Accreditation	Number of Teachers
Conditional	10
Provisional	9
Proficient Teacher	8
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
<b>Total number of teachers</b>	<b>27</b>

## 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 2024 included professional development imparted by the Principal, K-6 Curriculum Coordinator and external organisations. Below is a summary of professional learning activities undertaken by staff (as defined by the Teacher Accreditation Act 2004) throughout 2024:

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	33
5. Teaching Grammar in Context	14
6. Lesson Observation Feedback and Teacher Appraisals	19
7. AIEK6 Assessment in English K-6	14
8. Illuminating Australian Children's Literature	14
9. 3P Learning – Reading Eggs & Mathletics	14
10. Peer Observations	19

## THEME 4: ATTENDANCE

### STUDENT ATTENDANCE RATES

Year Level	Attendance Rate
Kindergarten	90%
Year 1	91%
Year 2	90%
Year 3	93%
Year 4	90%
Year 5	91%
Year 6	92%
<b>Whole School</b>	<b>91%</b>

Ninety percent (91%) of students attended school on average each school day in 2024. This increased by 1% from 2023.

### 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 2024	ACCESS TO FULL TEXT
<p><b>Enrolment Policy</b></p> <p>Al Hikma College is a comprehensive Islamic co-educational K –6 School providing an education underpinned by religious Islamic values and operating within the policies of the National Education Standards Authority (NESA). Once enrolled, students are expected to act consistently with the school’s ethos and comply with the school rules to maintain the enrolment. Parents must also be supportive of the school’s policies, procedures and ethos.</p>	<p>The policy has been reviewed and revised.</p>	<p>Full text available by visiting the school website:  <a href="https://www.alhikma.nsw.edu.au/policies-and-annual-reports">https://www.alhikma.nsw.edu.au/policies-and-annual-reports</a></p>
<p><b>Child Protection Policy</b></p> <p>The school seeks to provide a safe and supportive environment to support the mental, physical, and emotional wellbeing of students through programs that:</p> <ul style="list-style-type: none"> <li>• meet the personal, social and learning needs of students</li> <li>• provide early intervention programs for students at risk</li> <li>• develop students’ sense of self-worth and foster personal development.</li> </ul>	<p>The policy has been reviewed and revised.</p>	<p>Full text available by visiting the school website:  <a href="https://www.alhikma.nsw.edu.au/policies-and-annual-reports">https://www.alhikma.nsw.edu.au/policies-and-annual-reports</a></p>
<p><b>Anti-bullying</b></p> <p>This document sets out the school’s policy on bullying. It reflects a belief that bullying is not acceptable under any circumstances and will not be tolerated at Al Hikma College. It also acknowledges that bullying behaviour is problematic for the perpetrator and target alike and embodies support and management strategies that are pragmatic.</p>	<p>The policy has been reviewed and revised.</p>	<p>Full text available by visiting the school website:  <a href="https://www.alhikma.nsw.edu.au/policies-and-annual-reports">https://www.alhikma.nsw.edu.au/policies-and-annual-reports</a></p>
<p><b>Discipline</b></p> <p>The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school. All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and /or expulsion of a student. Exclusion of students may be resorted to under extreme circumstances.</p>	<p>The policy has been reviewed and revised.</p>	<p>Full text available by visiting the school website:  <a href="https://www.alhikma.nsw.edu.au/policies-and-annual-reports">https://www.alhikma.nsw.edu.au/policies-and-annual-reports</a></p>

<p><b>Complaints</b></p> <p>The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents, staff and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.</p>	<p>The policy has been reviewed and revised.</p>	<p>Full text available by visiting the school website:  <a href="https://www.alhikma.nsw.edu.au/policies-and-annual-reports">https://www.alhikma.nsw.edu.au/policies-and-annual-reports</a></p>
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## THEME 6: STAKEHOLDER SATISFACTION

During 2024, 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 23 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:**

- 87% of parents "Strongly Agree" that teachers expect students to do their best.
- 87% also "Strongly Agree" that feedback provided by teachers is useful.

##### **2. Student Wellbeing and Engagement:**

- 65.2% of parents strongly agree that their child likes being at the school.
- 78.3% believe student behaviour is well managed.

##### **3. Parent-Teacher Communication:**

- 100% 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**

- **91%** of students *strongly agree* that teachers expect them to do their best.
- **60%** *strongly agree* and **30%** *agree* that teachers motivate them to learn, indicating strong encouragement from staff.

#### **2. Feedback & Fairness**

- **84%** responded positively (*agree* or *strongly agree*) about receiving useful feedback.
- On fairness, **75%** reported positive perceptions, while **22%** remained *neutral*.

#### **3. Student-Teacher Relationships**

- **71%** *agree* or *strongly agree* they can talk to their teachers about concerns.
- However, **22%** remained *neutral* and **5%** *disagreed*, suggesting room for improved communication.

#### **4. School Environment & Voice**

- **75%** said they *like being at their school*.
- **74%** agreed that their school looks for ways to improve.
- **71%** felt that their opinions are taken seriously, though **22%** were *neutral* or negative.

#### **5. Learning Opportunities**

- **73%** 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**

- 82% 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**

- 90% of staff responded positively (Agree or Strongly Agree).
- 2 staff remained neutral; none disagreed.

#### **3. Professional Development**

- 100% of staff agreed their professional development needs are addressed (8 agree, 3 strongly agree).

#### **4. Instructional Materials**

- 64% of staff agreed or strongly agreed that they have sufficient materials.
- 3 were neutral, and 1 disagreed.

#### **5. Feeling Supported**

- 82% feel supported at school, with 2 expressing neutrality and none expressing disagreement.

#### **6. Staff Voice**

- 82% feel their thoughts and opinions are taken seriously.
- 2 staff remained neutral.

#### **7. Opportunities for Leadership or Participation**

- 91% of staff agreed or strongly agreed they are given leadership or participation opportunities.

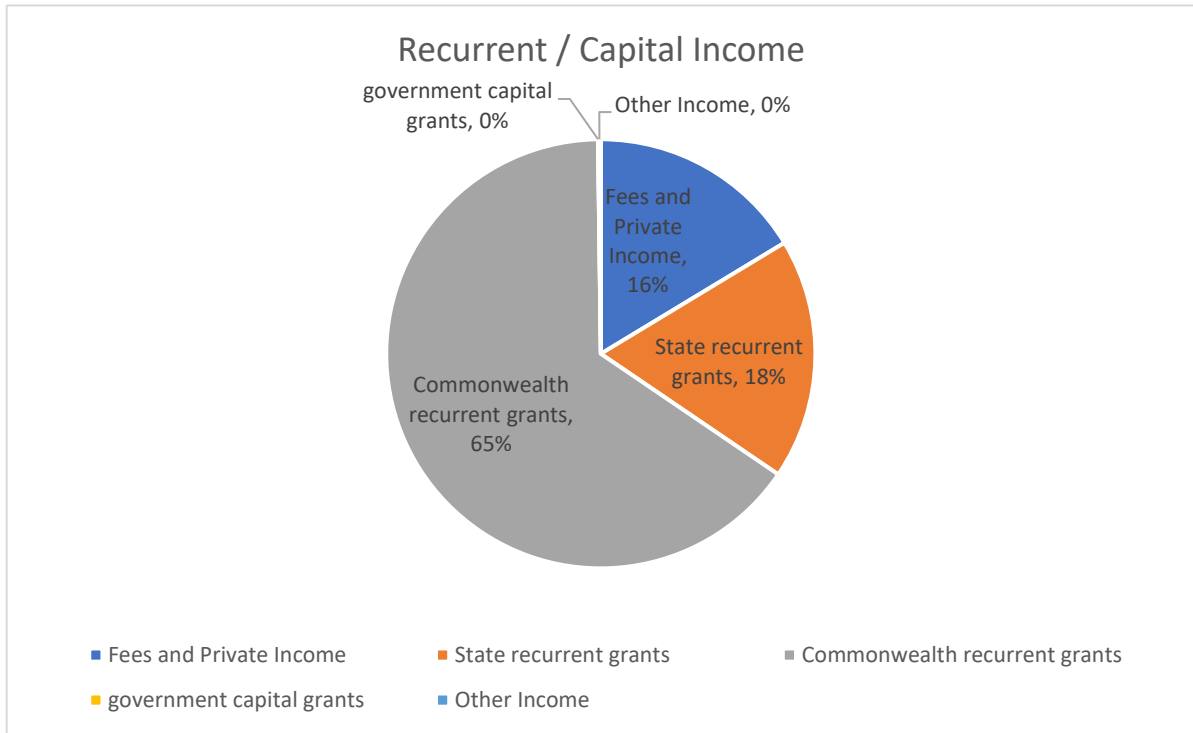
Overall, staff feedback is largely positive across most domains, especially in professional development and leadership opportunities. Areas requiring further attention include increasing transparency and engagement in school improvement efforts. Neutral responses in some categories suggest potential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

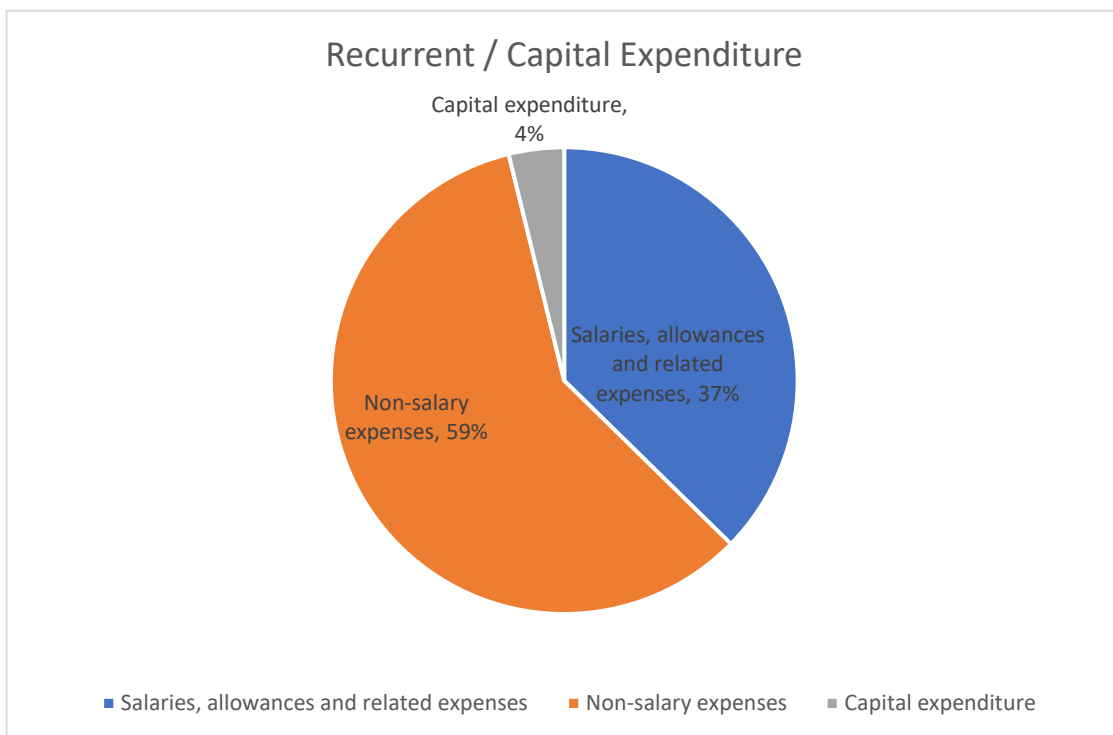
Segments	Percentage %
Fees and Private Income	16%
State Recurrent Grants	18%
Commonwealth Recurrent Grants	65%
Government Capital Grants	0%
Other Income	0%
<b>Total Income</b>	<b>100%</b>



## GRAPH TWO – RECURRENT/CAPITAL EXPENDITURE

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

Segments	Percentage %
Salaries, Allowances and Related Expenses	37%
Non-Salary Expenses	59%
Capital Expenditure	4%
<b>Total Income</b>	<b>100%</b>



2024 Annual Report completed by

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