



AL-HIDAYAH ISLAMIC SCHOOL

Annual Report 2022

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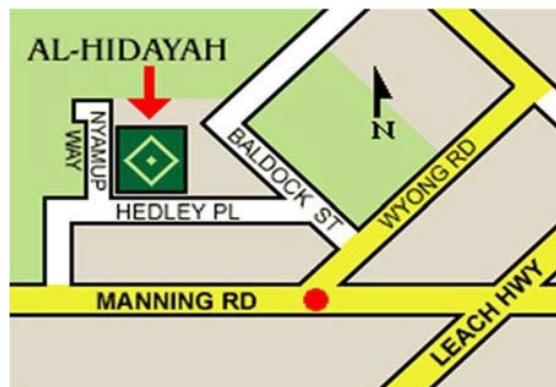


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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Introduction

The Al-Hidayah Islamic Administration was established for the pleasure of Allah (SWT) as a non-profit, community-based institution. Its only purpose is to provide the Muslim community in Perth, Western Australia with additional Islamic oriented education alternatives to the State Government and Non-Muslim school systems.

Located in Bentley, Perth, Western Australia, our school provides education to Primary school students from Pre-Primary to Year 6.

Al-Hidayah means The Guidance, that is, guiding and leading on the right way with kindness until one reaches the goal. The name Al-Hidayah was chosen for the School to remind all those who contribute towards the attainment of the objectives of the School, do so after first having sought the guidance of ALLAH Subhanah wa Taala, and in the hope that His guidance will be given.

The School motto 'Quest for Knowledge' was chosen to remind the students that they should not take their education and the acquiring of knowledge for granted, that the seeking of beneficial knowledge is our duty as Muslims requiring effort and sacrifice, and that it does not begin and end at the School gate.

Vision Statement

While being ever mindful of Allah, Glory is to Him the Most- High, and the Hereafter, in a safe Islamic environment, lay the best possible foundation for our students by way of exemplary example and relevant Islamically oriented education to the highest possible standards, so that they can make their way into the world as confident, contributing Muslims; and in so doing, ensuring that the Islamic nature of the School takes precedence over all other considerations.

ان شاء الله

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Bismillahir Rahmanir Rahim
(In the Name Allah, the Universally Beneficent, the Especially Beneficent.)

ان شاء الله

Insha'Allah
(If it be the Will of Allah)

At Al-Hidayah Islamic School we hold the care, safety, and wellbeing of children as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching of Islam.

The Prophet (PBUH) says “Every one of you is a Protector and Guardian for those who are placed under your care”. (Bukhari and Muslim).

We have a responsibility to create a nurturing school environment where children are respected, their voices are heard; where they are safe, and feel safe, and are happy and engaged.

Looking Back - 2022

Our students worked diligently throughout the year. Al Hidayah Islamic School has an excellent team of educators, Alhamdulillah. Allah (SWT) has blessed our school with Teachers, EAs, and Literacy/Numeracy Support staff, who are hardworking, dedicated to our Islamic ethos, innovative and fully committed to best practices in their teaching and learning. The commitment of our Governing Shurah, the dedication of the Office and Administration staff, the teamwork and co-operation among all staff members and our supportive parents made 2022 a productive year, Alhamdulillah.

Our school community continued to efficiently navigate through the restrictions and directions in the post COVID-19 era earlier on in the year. The Governing Shurah provided sound direction, guidance, and support throughout this time. The parents demonstrated flexibility and support for the measures that we put in place to support a safe and healthy school/workspace. Our educators did a wonderful job adjusting their planning and teaching to the changing circumstances. Our students maintained good hygiene practices and continue to be motivated and engaged with their learning., Alhamdulillah.

Islamic Perspective

As a whole school we continue to look for opportunities to bring the Islamic perspective into our teaching and learning. To support this ethos across the school, we have had excellent staff presentations during the year on bringing the Islamic perspective into:

- The Keeping Safe Child Protection Curriculum
- The Zones of Regulation: The Whole-school social and emotional learning program
- The Learning Assets: Skills and dispositions as Self-Managers, Communicators, Collaborators, Researchers and Thinkers

Embedding the culture of safe practice in our school

We have continued creating a nurturing school environment where children are respected, their voices are heard, where they are safe and feel safe and are happy and engaged. The Walker Learning Approach strongly supports our educators to embed a safe school culture. In Years 3 to 6, we see the powerful, positive effects of weekly class meetings where students practice expressing their points of view in a respectful space. We continued implementing the Keeping Safe: Child Protection curriculum across the school. We had staff presentations on bringing the Islamic perspective into the program. It was clear that our school community has a strong commitment to having a safe school for all our children, staff, parents, and volunteers.

Personalised Qur'an Learning

Our Qur'an learning at Al-Hidayah Islamic School is uniquely personalised to each individual student's level. Small groups and frequent lessons in lower Primary ensure that each student has sufficient support to build a strong foundation for their Qur'anic learning journey through to Year 6.

At Al-Hidayah we integrate ICT in our Qur'an lessons to help differentiate and provide extra support for our students.

It is a blessing and privilege to observe the progress of our students as self-managers in their Qur'an goal setting and the perseverance they display in their learning.

The students are great supporters of each other when they encourage each other in their Surah memorisation and practice with Iqra' or Qur'an reading.

Literacy and Numeracy Support

At Al-Hidayah Islamic School, we provide targeted intervention for students with significant literacy and numeracy gaps. In addition to having at least one full-time Education Assistant in each classroom, we also have three staff who work full-time in special Literacy and Numeracy Support roles – two staff in Literacy Support and one staff in Numeracy Support.

One works as Literacy Support with students from the Pre-Primary to Year 2, and the other as Literacy Support with students from Years 3 to 6. They support students who require extra one-to-one assistance with developing their literacy skills beyond what can be offered within the normal class setting.

In 2022, we introduced a full-time Numeracy Support role for students from Year 3 to 6 who would benefit from extra help in their understanding of the fundamentals of Numeracy.

Alhamdulillah, all our students who participated in either one or both the programs made significant progress and grew in their confidence and skills.

Behaviour Engagement Project

Three of our Early Years educators (two Teachers and one Education Assistant) participated in AISWA's Behaviour Engagement project in 2022. This year-long project aimed to assist schools in developing a behaviour guidance/engagement policy and support educators in embedding relational pedagogy across the Early Years setting and beyond.

The project helped our educators to develop their capacity to support children to self-regulate through the act of co-regulation, build and maintain respectful and responsive child-educator relationships and ensure the dignity and rights of every child are maintained. Featuring behavioural strategies such as co-regulation, responsive guidance, time in, intrinsic motivation and restorative practice, this project was directed towards improving behaviour in children, academic outcomes and relationships with children.

Developing our 'Learning Assets'

Using a whole school approach and a common language, our educators continued to explicitly teach, incorporate and develop all the different 'Learning Assets' on a daily basis for all our students from Pre-Primary to Year 6. These 'Learning Assets' will support the children to be strong life-long learners, Insha'Allah.

When we explicitly engage children with inquiring into how they learn, we are developing skills and dispositions that act as important assets to them as learners. An asset can essentially be defined as a useful or valuable quality, skill, or person. The term '**LEARNING ASSETS**' describes broad sets of skills that are commonly required of the inquirer (a person who seeks or gathers information), which include **SELF-MANAGING, COLLABORATING COMMUNICATING, THINKING** and **RESEARCHING**.

'Learning Assets' are **TRANSFERABLE SKILLS** that we can put into practice not only in the classroom but also at home and, of course, in the way we practice our faith as Muslims. Islam already provides us with the many tools, knowledge, and guidance to be good self-managers, collaborators, communicators, thinkers and researchers – Alhamdulillah.

Whole School Writing Project

As part of our School Improvement Plan, we began the implementation of the Seven Steps for Writing program from Pre-Primary to Year 6 in 2022, which will continue over three years, Insha'Allah. This program builds educator's skills, enables collaboration, creates a common language, and supports continuity in the teaching and learning of writing in the school.

Our Class Teachers and Literacy Support staff participated in two important professional learning sessions this year: a full day introduction to the Seven Steps for Writing program and another half day that included setting SMART goals for the implementation of the Program this year.

Whole School Numeracy Project

This year we continued our Numeracy Project, as highlighted in our School Improvement Plan. This project is a longer-term process (another two years) of renewing our practices in the teaching and learning of Numeracy, and to further establish consistency and continuity in the delivery of our Numeracy programs from Pre-Primary to Year 6, Insha'Allah.

Earlier in the year, our Numeracy Consultant from AISWA guided our educators in a professional development session on a whole-school Numeracy planning process.

Walker Learning Accreditation

At Al-Hidayah Islamic School, we believe in nurturing a love for learning in our students, and our dedicated teachers play a crucial role in achieving this goal. The Walker Learning approach to teaching and learning has equipped our teachers with innovative and research-backed strategies that foster curiosity, creativity, and critical thinking in the classroom.

By embracing this approach, our educators work towards unlocking the true potential of our students, encouraging them to be active participants in their learning journey. Alhamdulillah, we acknowledge our teachers' hard work, dedication, and continuous pursuit of professional growth.

As part of the School's journey towards implementing the Walker Learning approach across the school, our teachers undertake specialised training and professional development, which leads to becoming accredited Walker Learning teachers.

Sr Joanna Hoglin, Sr Supreeya Megharfi and Sr Hawa Hussain received their Walker Learning accreditation in November, Alhamdulillah. Accredited teachers have demonstrated the ability to plan using Walker Learning documentation, use the environment learning spaces in early childhood and/or 3-6 and demonstrate all the key elements listed in the accreditation criteria. Accreditation is dependent upon set criteria being met and assessed by a Walker Learning consultant.

Staff Professional Learning

Professional Learning in 2022 supported our School Improvement Plan. The key focus areas were:

- Early Childhood Education – Learning through Investigation (Intentional Play based Learning)
- Walker Learning Pedagogy from Pre-Primary to Year 6
- Inquiry-based learning from Pre-Primary to Year 6
- Promoting Literacy Development: PLD from Pre-Primary to Year 6
- Numeracy in the Early Years to Year 6
- Sharp Reading: Reading with fluency and comprehension
- Arabic Language teaching & learning
- ICT skills for teaching & learning
- Digital Technologies
- Social & Emotional development

The school spent **\$31,736** on staff professional learning in 2022 which included the mentoring required for the Walker Learning accreditation process for three of our educators.

School Library

The school continued to invest in the library. We are delighted that a wide range of excellent Islamic books are available for borrowing from our school library. There are many interesting story books for all ages and reading levels. We have many books on the Sahabah, the Prophets, note-worthy Muslims, Fiqh and good Akhlaq.

Staff Information

Br. Ridhwan Mayze (Principal)	
SCHOOL OFFICE	
Sr. Indri Prameswari (School Office Manager)	
Sr. Kanza Hasan (Administrative Officer)	
TEACHING STAFF	
Sr. Rabia Terzi Serin	Pre-Primary
Sr. Supreeya Megharfi	Year 1
Sr. Jennifer Sheniz Wilson	Year 2
Sr. Aziza Davids	Year 3
Sr. Fatima Al- Absawi	Year 4
Sr. Joanna Hoglin	Year 5/6 Boys
Sr. Hawa Hussain	Year 5/6 Girls
TEACHING STAFF (ISLAMIC/ARABIC/QURANIC STUDIES)	
Br. Abdulhakim Mohamed	
Br. Idris Omer	
Sr. Fatima Syaid	
Sr. Khadija El Kadri	
EDUCATION ASSISTANTS	
Sr. Fatimah Romah	Pre-Primary
Sr. Nawwar Ishaar	Pre-Primary
Sr. Maryam Fahmi (until 23 rd September 2022)	Year 1 / Year 3
Sr. Khadra Ibrahim (from 26 th April 2022)	Year 1
Sr. Leila Amani	Year 2
Sr. Benish Amer	Year 3
Sr. Salma Yaqubi (from 8 th March 2022)	Year 4
Sr. Palwasha Hamidi	Year 5/6 Boys
Sr. Iman Hoglin	Year 5/6 Girls
LITERACY SUPPORT	
Sr. Hana Mohamed (until 18 th February 2022)	
Sr. Roslizah Ghazali (from 5 th April 2022)	
Sr. Myra Suwandi	
NUMERACY SUPPORT	
Sr. Sadaf Anwar	
BUS DRIVERS	
Br. Ebrahim Elfagi	
Br. Nuaym Budiman	
Sr. Poziah Stamper	
GROUNDSMAN	
Br. Abdallah Khalefa	
ADMINISTRATION	
Br. Adil Riaz (Business Manager)	
Br. Benjamin Koch (IT/ Projects Manager)	
Br. Umar Abdullah (Board Chair)	

Qualification of Teachers and Principal

Br. Ridhwan Mayze	<ul style="list-style-type: none"> • B. of Arts • Teacher's Certificate • M. of Arts • Cert IV in TESOL
TEACHING STAFF	
Sr. Rabia Terzi Serin	<ul style="list-style-type: none"> • B. of Education (Early Childhood and Primary Teaching)
Sr. Supreeya Megharfi	<ul style="list-style-type: none"> • M. of Human Sciences • B. of Education
Sr. Jennifer Sheniz Wilson	<ul style="list-style-type: none"> • Graduate Cert of Early Childhood • Masters of Teaching (Primary) • BA Honours in Applied Arts
Sr. Aziza Davids	<ul style="list-style-type: none"> • B. of Education (Early Childhood)
Sr. Fatima Al-Absawi	<ul style="list-style-type: none"> • B. of Primary Education
Sr. Hawa Hussain	<ul style="list-style-type: none"> • B. of Arts • PGDE (Pri)
Sr. Joanna Hoglin	<ul style="list-style-type: none"> • B. of Education • M. of Financial Planning • B. of Commerce (Economics) (Honors)
TEACHING STAFF (ISLAMIC STUDIES)	
Br. Abdulhakim Mohamud	<ul style="list-style-type: none"> • B. of Arts (English) • TESOL Cert • Teacher Aide Cert
Br. Idris Omer	<ul style="list-style-type: none"> • B. of Commerce Degree
Sr. Fatima Syaid	<ul style="list-style-type: none"> • Cert. TA • Cert. Introduction to Child Psychology
Sr. Khadija El Kadri	<ul style="list-style-type: none"> • B. of Sharia Law and Arabic Literature • ESL Cert. 4 in Speaking, Writing and Listening • Diploma of Early Childcare Education and Care (in process)

Average Staff Attendance

The whole school staff attendance rate in 2022 was 91.7%.

Student Information

Enrolment

Total student enrolment in August 2022 was **209**.

Males: 97

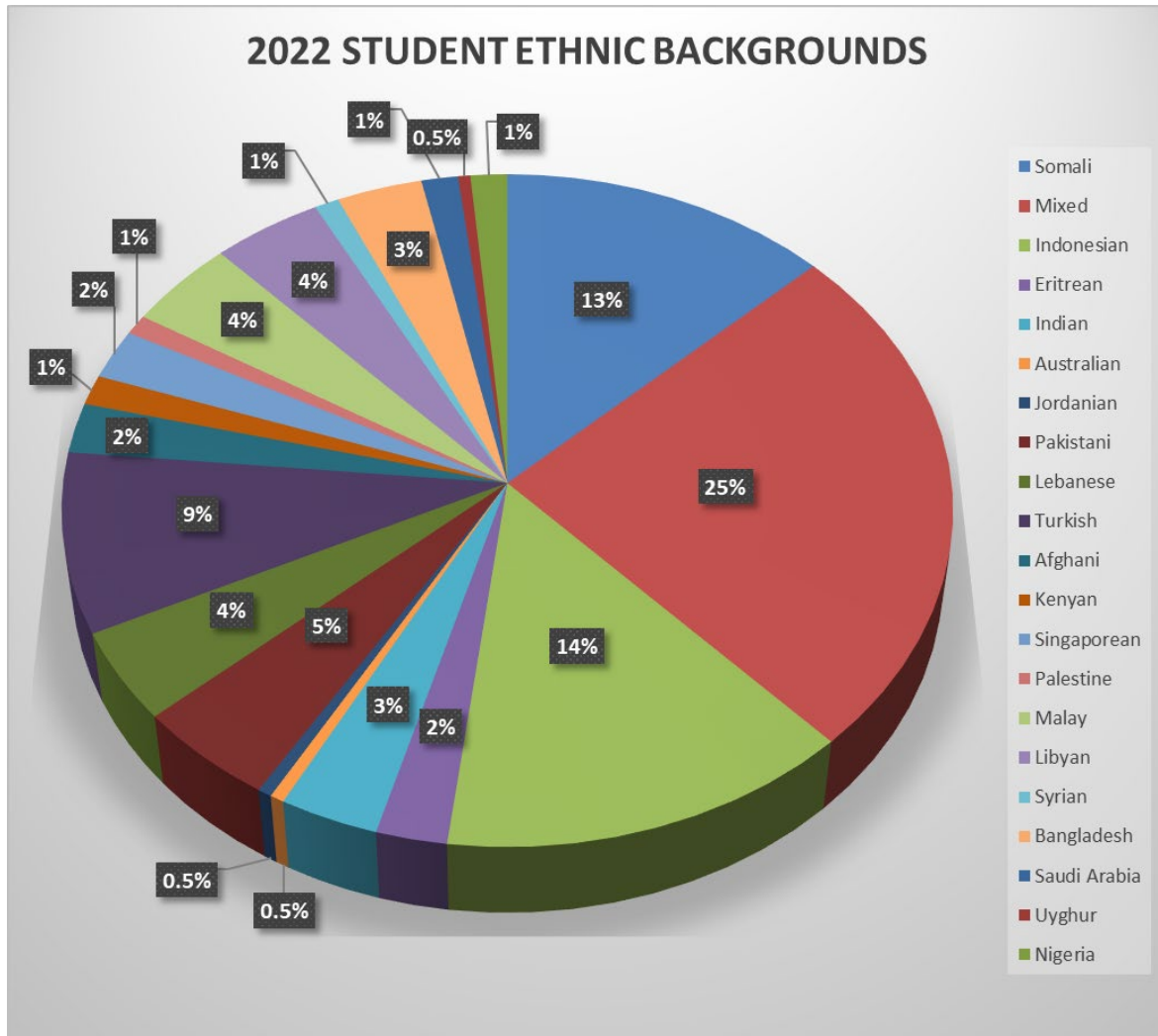
Females: 112

Class Sizes:

Class	Male	Female	Total
Pre-Primary	19	14	33
Year 1	13	18	31
Year 2	15	16	31
Year 3	15	18	33
Year 4	13	14	27
Year 5	8	19	27
Year 6	14	13	27
TOTAL	97	112	209

Characteristics of Students

Our students are from a rich variety of ethnic and cultural backgrounds. Almost all students are EAL, having English as an Additional Language.



Student Attendance

The average student attendance for 2022 was 82.11%. A breakdown of this is given below.

Student attendance for each year level:

Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
81%	84%	80%	83%	80%	83%	84%

Our student attendance was impacted by the continued presence of COVID-19 in Western Australia and the state government restrictions for the first half of the year.

2022 Surveys

Parents (20 surveys)

Questions	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Al Hidayah Islamic School Environment					
My child likes being at school.	60%	25%	15%		
Our school has a friendly environment.	75%	25%			
My child's learning needs are being met at the school.	45%	25%	30%		
The school works with me to support my child's learning.	55%	15%	20%	10%	
The school looks for ways to improve.	50%	20%	25%	5%	
Our school is well maintained.	60%	30%	10%		
Al Hidayah Islamic School Administrative Staff					
The staff are friendly and helpful.	90%	5%			5%
The staff are able to direct my queries to the right person.	75%	20%			5%
Educators: Teachers and EAs					
Teachers expect my child to do his or her best.	55%	25%	10%	5%	5%
I can communicate with my child's teachers about my concerns.	55%	30%	5%	5%	5%
Teachers & EAs help my child to make good progress at this school.	45%	30%	4%		5%
Correspondence					
The Seesaw app is an efficient way to communicate with teachers.	60%	20%	5%	10%	5%
I like to receive information about my child's learning via Seesaw.	85%	15%			
I enjoy reading the end of term Newsletter.	65%	30%		5%	
I enjoy following the school's Facebook posts.	65%	5%	25%		5%
I visit the school website when I need for further information.	55%	10%	15%	15%	5%

Students (61 surveys)

Questions	Strongly Agree 😊😊😊	Agree 😊😊	Not sure 😐	Disagree 😞😞	Strongly Disagree 😞😞😞
Al Hidayah Islamic School Environment					
My school is clean and tidy. It is well maintained.	38%	31%	23%	8%	
I feel safe at my school.	49%	30%	15%	5%	2%
I like being at my school.	41%	36%	11%	5%	7%
My school looks for ways to improve.	61%	28%	8%	3%	
My school takes students' opinion seriously.	36%	31%	21%	7%	5%
My school gives me opportunities to do interesting things.	56%	25%	18%		2%
My school has a friendly environment.	75%	15%	8%		2%
Administrative Staff					
The office staff are friendly & helpful	69%	25%	5%		2%
My Educators: My teachers & EAs					
My educators expect me to do my best.	90%	5%	3%	2%	
My educators provide me with useful feedback about my schoolwork and behaviour.	54%	34%	8%	3%	
Teachers & EAs treat students fairly at school.	49%	28%	13%	7%	3%
I can communicate with my teachers & EAs about my concerns.	44%	26%	21%	5%	3%
My teachers & EAs help me to make good progress at this school.	64%	31%	2%	2%	2%
My teachers & EAs are friendly and encouraging.	64%	21%	11%	2%	2%
My teachers prepare engaging lessons in class.	54%	25%	15%	5%	2%
Principal					
My Principal is friendly and approachable.	95%	5%			

Admin Staff (6 surveys)

Statement		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
1.	The Islamic ethos of our school is actively encouraged & implemented in daily activities.	50%	50%			
2.	Our school looks for ways to improve	17%	33%	33%	17%	
3.	Our school has a friendly environment	83%	17%			
4.	The school values me as an employee	50%	33%	17%		
5.	I received the proper training in order to perform my job effectively	17%	50%		33%	
6.	I feel free to suggest changes that would improve my area of work	33%	33%		33%	
7.	Staff problems and complaints are resolved fairly and promptly.	33%	15%	33%		
8.	There is good communication between the Principal and staff.	67%	33%			
9.	The amount of work expected of me is reasonable.	33%	33%	33%		
10.	Safety is an important priority at the school.	67%	17%	17%		

Educators (18 surveys)

Statement		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
1.	The Islamic ethos of our school is actively encouraged & implemented in daily activities.	72%	6%	18%		5%
2.	Quality teaching and learning is a high priority at our school.	61%	34%			5%
3.	The school looks for ways to improve	44%	33%	18%		5%
4.	Our school has a friendly environment	61%	34%			5%
5.	The school values me as an employee.	50%	22%	17%	6%	5%
6.	Staff problems and complaints are resolved fairly and promptly.	28%	11%	33%	17%	11%
7.	Student behaviour is well managed at our school	39%	22%	17%	17%	5%
8.	Our school clearly conveys its mission to the staff.	56%	11%	28%		5%
9.	There is good communication between the Principal and staff.	61%	17%	6%	11%	5%
10.	I have the tools and resources I need to do my job	78%	6%	11%		5%
11.	Our School Business Manager, Office and Ancillary staff are friendly and helpful.	78%	17%			5%
12.	I experience a spirit of cooperation within the school.	67%	28%			5%
13.	The school is well maintained.	61%	28%	6%		5%
14.	Safety is an important priority at our school.	78%	6%	11%		5%

Finances

AL-HIDAYAH ISLAMIC SCHOOL
Profit & Loss
January through December 2022

	Jan - Dec 22
Income	
Tuition Fees	325,150.00
Commonwealth Govt	2,884,720.00
State Government	483,482.00
Other Income	133,740.00
Total Total Income	<u>3,827,092.00</u>
Cost of Goods Sold	21,199.00
Gross Income	<u>3,805,893.00</u>
Expense	
Employee Benefits and Expenses	2,804,339.00
Property and Building	101,669.00
Transporting Student	27,060.00
Computer Expenses	45,865.00
Supplies and Services	276,639.00
Other Expenses	92,583.00
Total Expense	<u>3,348,155.00</u>
Net Income	<u><u>457,738.00</u></u>

More information on School Financial information can be found at:
<https://www.myschool.edu.au/school/49106/finances/>