



AUSTRALIAN INTERNATIONAL ACADEMY

**ANNUAL EDUCATIONAL  
& FINANCIAL REPORT  
Strathfield Campus, Sydney  
2018**

Advancement  
Determination  
Faith

# EDUCATIONAL FINANCIAL ANNUAL REPORT 2018

## AIA Vision Statement

The Academy Vision to have graduates who are well prepared and self-motivated to advance Australia and to participate effectively as **world citizens** with this vision in mind, the Academy offers a broad and well balanced contemporary curriculum with global perspectives within a caring and supportive learning environment

## Mission Statement

The International Baccalaureate Organisation aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.



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# REPORTING AREA 1

## MESSAGE FROM KEY SCHOOL BODIES

### Message from the Academy Head Director

#### Mr SALAH SALMAN AM

Message from the Academy Director General  
**Mr. Salah Salman AM**

Assalamu Alaikum Wr. Wb.

Dear students, parents, and friends Assalamu Alaikum Wr. Wb.

The 2018 School Year has witnessed a few important events. The three AIA Victorian Campuses; Melbourne Senior Campus, King Khalid Coburg Campus, and Caroline Springs Campus, had the VRQA five-year review.

**The Academy's 35th Year Anniversary:** The year 2018 coincides with the Academy's 35th Anniversary. That period in the Academy's history reflects clearly different stages in the Academy's growth and development in different fields. The remarkable success of the Academy in the academic, social, physical, and sports fields were evident throughout the 35 years. The Academy has been developed from one single burnt down small school in 1983 to become a flourishing, inspiring, and leading international educational organisation of six campuses, in Melbourne, Sydney and Abu Dhabi, UAE.

**The Academy's Open Entry Policy:** The application of such an open policy, allowed Academy Campuses to admit students without restrictions on race, colour, religion, or ability level. As a result, the Academy's yearly cohort included a mixture of intakes, including students with learning difficulties, below average students, average, and high performer students in all levels. With such an admission policy in place, the success of a school to change students' performance from average to high achievers, is unique and remarkable. Alhamdulillah, the Academy has maintained its 'Tradition of Excellence' throughout the years.

**Year 12 Results for 2017:** The Results were excellent by all measures. There were three top achievers, who scored an ATAR above 99, where the School Dux scored an ATAR of 99.7. 22% of the graduates scored ATAR of 95 or above, and 35% of the graduates scored ATAR of 90 or above, to place them in the top 10 percent of the Nation. The Academy's Median ATAR was 83.4, compared to the National Median of 65.1. AIA King Khalid Coburg Campus: In 2018, the KKCC is progressing greatly in different field; academically, socially, and sport wise. It is one of the leading IB PYP schools in Victoria.

**AIA Kellyville Campus in NSW,** which commenced in 2013 has been progressing very well and was accredited by the NSW Board of Studies to become Kindergarten to Year 12 School. The School has been authorised by IBO for the two IB Programmes, IB PYP, IB MYP, and is a candidate school for IB Diploma Programme (IBDP) to commence in 2020. AIA Kellyville Campus with its spacious buildings and beautiful design together with its high academic performance have made the Campus a leading school in its own right.

**AIA Strathfield Campus NSW:** The Campus buildings and facilities are small and restrictive. As they are Heritage buildings, we cannot alter or expand. However, in 2018, the School Management has repainted the interior and introduced new facilities to ease the restriction. Now, the school appeared in a beautiful shape and has become a welcoming and inviting IB School. Also this year, the Campus has gone through the five-year IB MYP review successfully.

**AIA Caroline Springs Campus:** Last year, the Campus was moved to the new location at 183-191 Caroline Springs Boulevard. The new site has a great potential for new additional buildings and sports facilities. The new canteen will operate, Insha'Allah, from the start of 2019 School Year.

**Review of Arabic Language Program in all AIA Campuses:** Arabic Language Syllabuses are under review and development during Term 4, 2018. A Senior Arabic Language Consultant has been appointed to review the Arabic Language Program in all Academy Campuses and to assess their relevance and effectiveness, in consultation with Arabic language Coordinators and Campus Heads in all Campuses. A Review Report, including recommendations should be presented to the Academy Head by the end of 2018 School Year. .

**Five Years Strategic Education and Business Plan:** A comprehensive Five Years Education & Business Plan is being prepared during Term 4 of 2018. The Academy has identified six main objectives to be incorporated into the Plan. Both the Department of Finance and the Department of Publication and Marketing were commissioned to develop and collate the new plan, in consultation with all Campus Heads and the Academy Head. The prepared New Strategic Plan will be presented to the Academy Board for discussion and endorsement.

Wassalamu Alaikum Wr. Wb

Salah Salman AM  
**Head of the Academy**



**REPORTING AREA 1**  
**A MESSAGE FROM**  
**SCHOOL'S CHAIRWOMAN**  
**MELINDA BAARINI**

Assalam Alaykum Wa Rahmatullah Wa Barakatahu,

Greetings to staff and parents from the Academy Board

I would like to take the opportunity to congratulate all Trust and Board members, teachers, staff, parents and students for making the past 35 years at AIA such a success. In that time, we have seen many students graduate and move on to become outstanding professionals. The loyalty, hard work and dedication of our teaching staff has enabled our school to grow from strength to strength.

Furthermore, I would like to welcome and thank all the Trust and Board members for their ongoing services. This year we welcomed Fayzah Saleh, Malcolm Thomas, Kimani Adil Boden, Iman Mojaled, Mohamed Farook, Zoya Mughal, Ken Erdal, Maffaz Al Safi, Mohamed El Zanati and Salah Salman to the Board. I look forward to working closely with you all.

On the other hand, we fare welled outgoing board members Dr Amjad Hussain, Mona Abdel-Fattah, Salim Boyaci, Gafiah Dickinson, Leyla Mohamoud, and Yasser Soliman. On behalf of the Board I express my gratitude for your tireless contributions and services.

Over the past year we have seen many new developments at the school. We are proud of our students' academic achievements with improvements in our overall NAPLAN results and success of the 2017 Year 12's. We have also seen tremendous accomplishments with our extra-curricular and sport programs. These programs help compliment the development of the students and assist in maintaining a high-quality education, ensuring our students are well balanced.

These programs also assist to maintain the academy's vision which is *"to have graduates who are well prepared and self-motivated to advance Australia and to participate effectively as World citizens with Australian and Muslim values."*

Inshallah, we will continue to see many years of "Advancement, Determination and Faith."

**Ms Melinda Baarini**  
**Board Chairman**



# REPORTNG AREA 1

## MESSAGE FROM HEAD OF CAMPUS

### MRS MAFFAZ AL SAFI

#### **Vision Statement**

*“The vision of the Academy is to have graduates who are well prepared and self-motivated to advance Australia and to participate effectively as world citizens with Muslim values.”*

#### **Work Smarter, Not Harder!**

The gap between the skills students learn and the skills employers need is becoming more obvious, as traditional learning falls short of equipping students with the knowledge they need to thrive. Today's job candidates must be able to collaborate, communicate and solve problems: these skills are generally developed through social and emotional learning. Such skills combined with traditional skills principally revealed in social and emotional proficiency, will equip students to succeed in the evolving digital economy.

The Service As Action component, which has been taught at our school for the Middle Year students and CAS: Creativity, Activity, Service for the Diploma Programme students teach our students the pleasure of giving, and the honour of serving others in need. Serving others, has been considered as the most constructive measure of success in terms of what anyone can give back to this country. What is important in life is how much we respect our schedule to accomplish each task successfully within the given time frame.

The World Economic Forum along with policy-makers, educators, parents, businesses, researchers, technology developers and investors have ensured that development of social and emotional skills becomes a shared goal of education systems everywhere.

The ten top skills every student needs in 2020 are complex problem solving, critical thinking, creativity, people management, emotional intelligence, judgment and decision making, negotiation and cognitive flexibility. Furthermore, information and communications technology and literacy skills, being very important skills as well. All of these are taught and covered in our way of delivering the curriculum at AIA.

Our Academy's teaching approach has imbedded these skills in everyday lessons as we encourage inquiry-based learning, breaking down learning into smaller and coordinated pieces. Furthermore, staff have fostered nurturing relationships and ways of reflective reasoning and analysis in their teaching methods. The school provides appropriate challenges using a hands-on approach from Kindergarten to Year 12.

AIA has adapted E-learning as a tool to achieve all the above. The evidence clearly shows that to motivate students to engage better, we have to utilize new measures to conquer hearts and to engage minds. Skills such as public speaking, oration and debating are also essential skills required to work efficiently and successfully, in the work force.

We aim to optimize the technology-enabled classrooms in a functional way – hopefully boosting collaborative learning in the process and to enable a whole new learning experience for students. Tools are in place to enable students to experience live demonstrations of field trips. The classrooms will also give them the option of studying at their own pace and within the comfort of their confines. Digital technology will be at the heart of these classrooms: each room is equipped with smart-boards to ensure every child benefits from the lessons.

The idea is to eliminate physical and psychological borders for our students to allow them unlimited space to learn as such collaborative and interactive learning is the need of the hour. Without doubt research shows that schools, which have such platforms provided to the students for their overall development, will perform better.

These include campus-wide wireless connectivity and iPads/laptops in classrooms. The campus' reliance on technology in its curriculum and learning environment is intended to inculcate four key skills – critical thinking, communication, collaboration and creativity in students.

Our students are trained to strive for a lot more, challenging them beyond their comfort zone to learn and develop and to become successful human beings in whatever endeavour they will choose.

The swift and the rapid development of the Artificial Technology requires the ability to deal with massive amount of data including information-exchange and 'outside-the-box' thinking that are preconditions to continuing prosperity in our swiftly advancing technological century.

To support the view that educators worldwide should take note of these developments, or they might find themselves left behind. We decided to benefit our students in order of having them ready for what it is urgently needed in the 21<sup>st</sup> century.

Difficult doesn't mean impossible. It simply means that you have to work smarter.

**Maffaz Al-Safi**  
**Head of Campus**



## REPORTNG AREA 1

### MESSAGE FROM DEPUTY PRINCIPAL: DR NAHLA EL GHAZAWI

Once again, 2018 has been a year rich in learning and personal growth for all our students at AIA. At the heart of our community is indeed our duty as an IB school to enable students to become confident, responsible, caring and life-long learners. Our teachers worked tirelessly to make 2018 a successful year for our students with the PYP, MYP & DP Curriculums forming the major driving forces behind our students learning.

This year, our students participated in numerous activities which helped to enrich their learning journeys. Kindergarten enjoyed excursions to Wannabes Family Play town and the Wildlife Park. They also participated in a START SMART session run by the Commonwealth bank and became the youngest mathematicians of the school! Year one enjoyed going to Macarthur Centre for Sustainable Living. Year two went to the Royal Botanical Gardens and learnt about planting and gardens. Year three appreciated a cultural experience when they visited China Town and the Chinese Garden of Friendship. Year four enjoyed their experiences at the Dairy at Abbotsbury and the Royal Botanical Gardens. Year five refined their fishing skills in the Get Hooked fieldwork Program during their excursion to the Department of Primary Fisheries. They also had a wonderful time at their camp in Muyuna Bay NSW Sports and Recreation. Last but certainly not least, our year 6 year senior class engaged in different projects for the year 6 exhibition, including their visit to the exhibition at the Kings School and their practice with LEGO at UNSW.

Our students in secondary school also participated in several activities throughout the year. Year 7 camp enjoyed the outdoors at Fitzroy Falls and participated in a fun Ramadan decorations competition. Year 8 practiced their self-defense skills PCYC Bankstown for Self Defense. Year 9 organized toy collection for Westmead Children's Hospital as part of their Service as Action. They also learnt about the Australian government and history on their trip to Canberra where they visited the War Memorial and Old and New Parliament House. Year 10 organised the Biggest Morning Tea to fundraise for charitable organisations and attended the Personal Project Intensive Workshop to prepare for their unique personal projects. Year 11 participated in the Qurban Primary Humanitarian Food Aid Program. Finally, year 12 enjoyed their final year at AIA, participating in a range of activities including the Careers Expo at Moore Park, an excursion to the UNSW Museum of Human Diseases and student lectures at Westmead Education and Conference Centre.

Furthermore, regarding the **CREATIVITY, ACTIVITY AND SERVICE (CAS)** : As a shining beacon of our values, Creativity, Activity and Service (CAS) enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

The IBDP students of year 11 and 12 were engaged in several CAS experiences where they initiated several activities that provided services to the school, local and global community. Students communicated with several organizations and provided services to these organizations by raising awareness and raised funds to support the needs of others in the community.

I have only been able to describe a snapshot of the 2018 year at AIA. These events, celebrations and activities would not possible without the dedication of our school community who continue to integrate faith and education effortlessly. I sincerely thank our students, staff, and parents for their dedication and efforts. May all your hopes and dreams in our students become true and may they continue to be the ambassadors of Islam in Australia.

**Dr Nahla El Ghazawi**  
**Deputy Principal**



## MESSAGE FROM HIGH SCHOOL PRC (STUDENTS REPRESENTATIVE COUNCIL) MRS SHEEMA MAHMUD

The Australian International Academy (AIA) Student Representative Council provides an avenue for students to make suggestions & to reach decisions that promote the interest and welfare of the whole school community. The SRC provides experiences in decision making & the exercise of leadership not only to its members but also to all students.

The SRC is comprised of two representatives from each class and includes the College Captain and the Captaincy Team. Class representatives keep their class informed of SRC business. A staff member is appointed to assist the smooth functioning of the SRC & to attend the meetings in an advisory capacity. The SRC organize various projects throughout the year which include the production of an annual college magazine, fundraising- for different charities, leadership workshops, interschool sports etc.



2018 brought along a whole new dimension to our Student Representative Council (SRC) with the expansion of our roles and responsibilities and the creativity and enthusiasm of our members. SRC Students from Years 7-9, alongside the Captaincy Team (Year 10-12) initiated many activities throughout the year. Prior to commencing their duties, the SRC participated in a workshop, which helped them develop skills required for leadership, responsibility and communication. The SRC have the responsibility of helping their year level participate in Community and Service activities, and many activities and duties around the school & they have also had the opportunity to deliver important presentations and highlights of events during formal assemblies, in order to improve their public speaking skills. They organised and engaged students in activities such as Celebrations for International Mother Language Day, Clean up Australia Day, Harmony Day and Neighbours Day. They also led a campaign to promote the importance of health and deal with issues related to wellbeing. They organised activities and fund raising for various charity foundations and for research. It is evident that the students in our Council have been growing and developing in their leadership skills and maturity and we are very proud to see them take an active and effective role not only in school life but nationally and internationally.

Australian International Academy is a school that values the emotional and mental wellbeing of their students. A school is not only a place to grow academically, but it is also a place where students can grow at a personal, social and emotional level.

Monday the 9<sup>th</sup> of April 2018 four year 10 students went to Hyde Park Memorial to commemorate the sacrifices of our service men and women since federation. Four students from AIA along with thousands of students from across dozens of schools across the state watched the emotive memorial and touching words of the different civic and political leaders. Miriam and Syed Imad were also honoured to lay a wreath on behalf of the school as part of the service.



## REPORTING AREA 2

### CONTEXTUAL INFORMATION ABOUT THE SCHOOL

AIA is an incorporated association and is governed by a Board of Trustees and an Academy Board. The Board of Trustees is responsible for the financial and the property management side and also sets the strategic direction of the Academy and all its



Campuses. The Academy Board is responsible for overseeing the Campuses management and its financial operation, the safety and welfare of students and staff, and the education programs and the policies of the Campuses.

The Operational matters of the Campuses are delegated to the Academy Head (Director General of the Academy) assisted by Campus Heads, School Heads and Assistant Heads

## **ABOUT THE ACADEMY:**

### **ACADEMY HISTORY**

The Australian International Academy is the first registered full time day Islamic school established in Australia. It commenced in 1983 as a primary school in Coburg, Melbourne with an enrolment of 62 students in three composite classes. The primary school grew steadily over the years and the need for a secondary component was realized in 1991 when our first years 7 & 8 classes commenced on the same site.

The steady growth of the school led to the need for physical expansion and the college purchased several properties in Ross Street and on Sydney Rd Melbourne and in 1995 purchased a second campus at Merlynston Coburg, which houses the secondary school and main administration. In 2005 the College expanded internationally and opened a campus in Abu Dhabi, and in June 2006 the AIA acquired its fourth campus in Sydney, Strathfield.

AIA is an IB World school offering the International Baccalaureate Middle Years Program (IB MYP) for Junior High School students, and the IB Diploma Program for year 11 and 12, as well as offering the local certificates VCE and HSC. The IB programme is a student centred approach enabling students to develop important attributes and skills necessary for success at all levels of education, while its focus on internationalism and community service allows students to prepare themselves to be active, thinking, caring and involved World citizens.

The Australian International Academy is an Islamic school but accepts and welcomes students from many cultures and religious backgrounds. Australian International Academy (AIA) is a K-12 College with 6 campuses nationally and internationally- namely Sydney Strathfield Campus, Sydney Kellyville, Melbourne Senior Campus, Melbourne Junior Campus and Abu Dhabi Campus. A sixth campus opened in 2014 in Caroline Springs, Melbourne.

AIA Sydney Campus students come from at least 23 different backgrounds, with the majority having been born in Australia. Although they are first and second generation Australian Muslims, the majority of our students are from backgrounds where English is a second language and/or where English is not spoken in the home.

The school enrolments for 2017 number are 426. The number of the girls 185 and 241 boys. Furthermore, school numbers have been increasing steadily over the past five years and we have long waiting lists, however limited physical space available.

Our staff is quite stable with very few resignations, with the usual maternity leave or relocation interstate however we do have new staff joining the school every year due to the annual increase in classes (from one to two stream).

The Academy's population is made up of students from a wide range of ethnic and cultural backgrounds including Arab, Turkish, Indian, Pakistani, Bangladeshi, Indonesian, Malaysian, Somali, European, South African and others. Overseas students are accepted as well as local residents. The Academy staff is likewise composed of a rich international mixture which includes Muslim and non-Muslim staff.

The Academy vision focus and aim is to offer a broad and well balanced contemporary curriculum with global perspectives within a caring and supporting learning environment.

The school Chaplain often has stated that Chaplaincy Services is an essential part of the character and values education at Australian International Academy. Having someone in-house makes it easier for AIA school community to access these services.

## **Values Education**

Students at AIA learn about values through living them continually in situation after situation and through the School's curriculum, which places emphasis on character building and a value driven life. The college provides a structure and programs, which allow for ample expression of a set of core values, which are fundamental to the well-being of the individual and of humanity as a whole. By living and practicing the values we hope that they become central character traits within the lives of the students. Values such as cooperation, honesty, humility, peace, responsibility, respect for human dignity, respect for the law and a commitment to ethical behaviour are inculcated in students through participation and engagement in numerous learning experiences and opportunities. Values education at AIA aims to develop students' ability to clearly understand, appreciate and articulate their Islamic beliefs and values, listen to and respect other cultures and beliefs and realize that there is a set of core values which form a common bedrock on which to build our lives.

## **Student Welfare**

Throughout all levels of the school students are encouraged to participate in a wide variety of programmes that enhance their wellbeing, self-confidence and independence.

All teachers take a special interest in student welfare and are dedicated to providing them with care and support. Form teachers, religious education staff and counsellors provide guidance and counselling to assist students' personal growth and academic progress.

## **Co-Curricular Programme**

AIA provides a wide range of co-curricular activities that extend and complement the core curriculum, enrich their lives, and develop their skills. Such activities include interfaith gatherings, environmental projects, sport, debating, oration, competitions, school productions and publications, leadership training, Community and service and chess.

## REPORTING AREA 3

### STUDENT OUTCOMES IN STATE WIDE TESTS AND EXAMINATIONS

#### NAPLAN 2018 ANALYSIS & School VS State Mean

ASPECT – YEAR 3	STATE MEAN	AIA MEAN
READING	437.56	425.6
Writing	414.1	433.8
Spelling	426.42	475.8
Grammar & Punctuation	437.56	448.2
Numeracy	413.49	386.5
ASPECT – YEAR 5	STATE MEAN	AIA MEAN
Reading	511.08	493.6
Writing	470.12	468.2
Spelling	508.34	521.1
Grammar & Punctuation	508.99	494.4
Numeracy	499.54	480.9
ASPECT – YEAR 7	STATE MEAN	AIA MEAN
Reading	544.8	541.7
Writing	511.66	518.1
Spelling	551.7	583
Grammar & Punctuation	549.26	568.4
Numeracy	554.4	546.5
ASPECT – YEAR 9	STATE MEAN	AIA MEAN
Reading	589.08	610.5
Writing	550.24	576.0
Spelling	589.86	630.6
Grammar & Punctuation	585.21	618.4
Numeracy	603.2	626.3

Year	Reading		Writing		Grammar		Numeracy		Spelling	
	AIA	STATE	AIA	STATE	AIA	STATE	AIA	STATE	AIA	STATE
3	50.0	56.0	55.2	49	60	51.9	29	44.8	73.3	52.9
5	28.2	40.0	10.3	16.6	17.9	38.2	17.9	33.0	30.8	37.8
7	17	31.4	8.5	19.5	29.8	31.1	27.7	32.1	57.4	36.2
9	33.3	24.8	19.4	15.4	38.9	26.8	41.7	30.4	50.0	27.0

**STANDARDS TABLE – PROFICIENCY TABLE**

- ▶ Represents the top 2 bands
  - ▶ Band 5 & 6 for year 3
  - ▶ Band 7 & 8 for year 5
  - ▶ Band 8 & 9 for year 7
  - ▶ Band 9 & 10 for year 9

ASPECT	AVERAGE SCALED GROWTH	
	STATE	AIA
READING	43.7	55.9
WRITING	33.4	40.8
SPELLING	38.2	26.8
GRAMMAR & PUNCTUATION	37.6	31.5
NUMERACY	46.9	44.9

## AIA STRATHFIELD NAPLAN RESULTS

### Year 3 2018 NAPLAN – 31 students

#### Band 6

Reading – 10 students

Writing – 6 students

Spelling – 16 students

Grammar & Punctuation- 14 students

Numeracy – 0 students

**Above state mean in :** Writing, Spelling and Grammar & Punctuation

### Year 7 2018 NAPLAN – 47 STUDENTS

#### Band 9

Reading –2 student

Writing – 0 student

Spelling – 4 students

Grammar & Punctuation- 6 students

Numeracy – 2 students

**Above state mean in:** Writing, Spelling, Grammar & Punctuation

**Student Growth:** The year 7 student growth was above the state average in Reading, Grammar & Punctuation and Spelling

### Year 5 2018 NAPLAN – 39 Students

#### Band 8

Reading – 2 students

Writing – 1 students

Spelling – 5 students

Grammar & Punctuation- 5 students

Numeracy – 1 student

**Above state mean in:** Spelling

**Student Growth:** The year 5 students' growth was below the state average for all NAPLAN aspects

### Year 9 2018 NAPLAN – 36 STUDENTS

#### Band 10

Reading –3 students

Writing – 2 students

Spelling – 4 student

Grammar & Punctuation- 3 student

Numeracy – 3 students

**Above state mean in:**

Writing, Spelling, Grammar & Punctuation

**Student Growth:** The year 9 student growth was above the state average in Reading and Writing.

Our school participate in the Validation of Assessment for Learning and Individual Development (VALID) program provides online end-of-stage assessments for the science key learning area. The assessments assist schools to monitor student achievement and inform planning, programming and assessment practice.

Three assessments are offered:

- **VALID Science and Technology 6**

Schools with students in Year 6 can elect to participate by registering their full cohort. Registered schools undertake to complete in-school marking of their students' responses. Teachers complete registered online training prior to commencing marking.

- **VALID Science 8**

This test is mandatory for NSW government schools and optional for non-government schools. Tests are marked externally.

- **VALID Science 10**

Schools with students in Year 10 can elect to participate by registering their full cohort. Registered schools undertake to complete in-school marking of their students' responses. Teachers complete registered online training prior to commencing marking.

VALID Tests for Years 6, 8 and 10 average are above the state. Whereas year 8 is below the state's average.

Year 10 showed substantial growth in the last two years in science.





## REPORTING AREA 4 & 5: SENIOR SECONDARY OUTCOMES

### Higher School Certificate Results (HSC) – 2018

The retention rate of students staying from year 10 2016 to that remaining in year 12 2018 is 72%.

Year 12 attaining a certificate / VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2018	HSC / IBDP	100%
2018	VET qualification	0%

The information below shows the students' Performance bands in their Higher School Certificate (HSC) subjects.

School VS State Mean (27 students)

COURSE	No. of Students	State Mean	School Mean	Variation
Biology	21	74.09	73.68	-0.41
Business Studies	15	73.62	72.29	-1.33
Chemistry	3	74.82	78.07	3.25
English St	26	68.66	74.83	6.17
IPT	11	73.28	80.84	7.56
Legal Studies	13	75.05	79.82	4.77
Mathematics Gen	14	69.92	73.01	3.09
Mathematics	8	78.2	76.35	-1.85
Physics	8	73.18	68.75	-4.43
Studies of Religion	8	74.63	77.73	3.1
Visual Arts	5	79.8	81.24	1.44

### 2018 HSC Results - % AIA compared to State

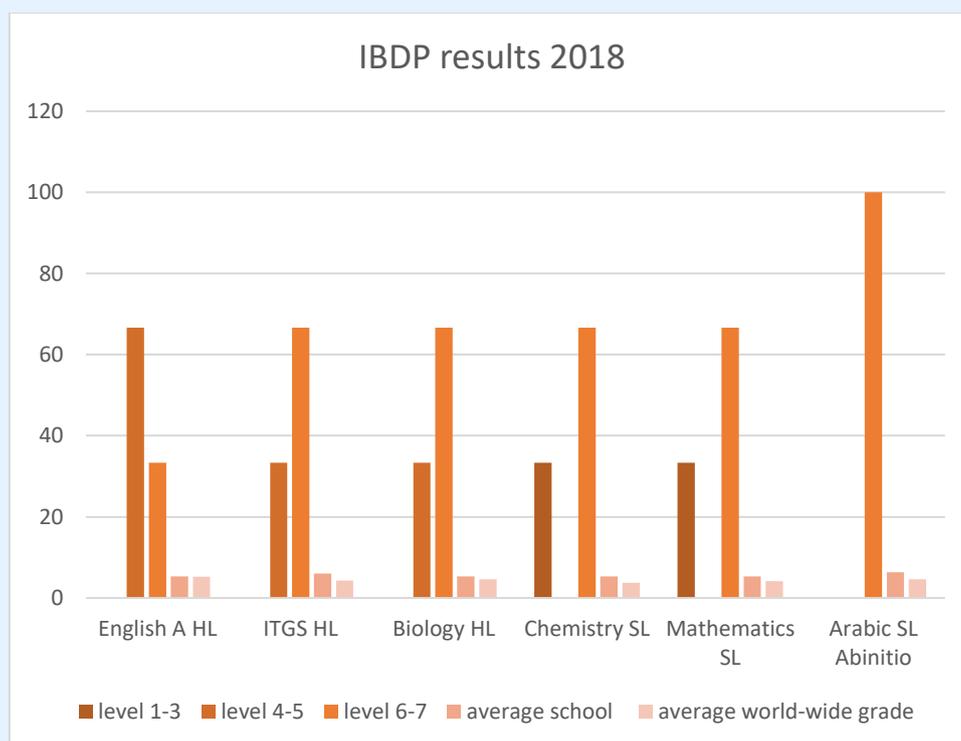
**2018 International Baccalaureate (IB) Results**

	<b>% AIA Band 1 - 2</b>	<b>% STATE Band 1 – 2</b>	<b>% AIA Band 3 - 4</b>	<b>% STATE Band 3 - 4</b>	<b>% AIA Band 5 - 6</b>	<b>% STATE Band 5 - 6</b>
<b>Biology</b>	0	10.05	76.18	52.53	23.8	36.87
<b>Business Studies</b>	6.66	12.2	59.99	49.64	33.33	39.96
<b>Chemistry</b>	0	11.02	66.66	46.5	33.33	42.08
<b>English St</b>	0	14.96	76.91	69.35	23.07	15.06
<b>Information Process Technology</b>	0	12.48	27.27	49.12	72.72	37.02
<b>Legal Studies</b>	0	14.04	38.45	40.77	61.53	43.99
<b>Mathematics General 2</b>	0	19.95	78.56	52.48	21.42	26.64
<b>Mathematics</b>	0	7.42	50	40.56	50	51.8
<b>Physics</b>	0	12.91	100	52.95	0	33.79
<b>Studies of Religion</b>	0	9.25	62.5	49.25	37.5	40.97
<b>Visual Arts</b>	0	0.59	40	45.86	60	53.28

The information below shows the students' results out of 7 in the IB subjects. We had 3 students complete the IBDP course in 208.

HL indicates High Level Subjects and SL indicates Standard Level Subjects.

<b>Subject</b>	<b>level 1-3</b>	<b>level 4-5</b>	<b>level 6-7</b>	<b>average school</b>	<b>average world-wide grade</b>
English A HL	0	66.66	33.33	5.33	5.24
ITGS HL	0	33.33	66.66	6	4.29
Biology HL	0	33.33	66.66	5.33	4.61
Chemistry SL	33.33	0	66.66	5.33	3.75
Mathematics SL	33.33	0	66.66	5.33	4.11
Arabic SL Abinitio	0	0	100	6.33	4.64



The average points obtained by students who passed the diploma out of 45 was: 36

The highest diploma points awarded to a candidate was 42

### University Entry in 2019

We had 27 students sit for the HSC and 3 sit for the IBDP in 2018. 100% of the 2018 HSC and IB students had commenced tertiary courses at the start of 2019. The courses taken included: Medical Science, Civil Engineering, Chiropractic Science, Commerce, Podiatry, Design, Project Management, Social Science, Clinical Science, Computer Science, Industrial Designing, Integrated Product Design, Policing, Interior Design, LAW, etc. in universities ranging from UNSW, UTS, UWS, Macquarie Universities, etc...

### ROSA & HSC for Year 10 & 11

The school offers two highly academic programmes (HSC and IB DIPLOMA) and at the end of Year 10 students decide which programme best suits their learning and needs.

The **RoSA** is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school.

The school had 27 students in Year 10 in 2018 and they all successfully completed their RoSA. The results were quite pleasing and they got into the courses they wanted to pursue in Year 11.

## REPORTING AREA 6

### PROFESSIONAL LEARNING AND TEACHER STANDARDS

All teaching staff have tertiary qualifications in education and are all registered members of the NESAs. All teaching staff hold a Bachelor's or higher Degree with a number of staff having postgraduate degrees such as Doctorate or Masters Degrees.

At AIA we view Professional Development as an ongoing professional training requirement. The programme includes training staff in school management, classroom management, subject expertise and other relevant areas. In order to maintain a high quality of teaching staff, AIA implements a comprehensive Professional Development programme which includes:

- One of our Academy's areas to improve our reform is **Quality Teaching**, which determined many factors and targets for 2018. The Academy has been involving staff in professional learning and development in various areas of curriculum, management and leadership.
- A two-hour Professional Development/Learning block often every week where guest speakers and professionals share their expertise, knowledge and ideas with staff. Different member of the Academy staff were frequently presenting to sharing with their colleagues any beneficent information /materials
- Staff attend a wide range of external workshops and in-services in their areas.
- Staff attend IB (PYP, MYP & DP) conferences and workshops (local, interstate and overseas) each year.
- Educational Consultants work within the school to improve staff expertise in a number of areas. Peer training and workshop are run to improve overall skills & Support Staff attend courses related to their area/discipline.

Research shows that teacher quality has the strongest positive influence on student learning.

Teaching is a complex profession that novice teachers and veteran teachers alike continually strive to master. Teachers at Australian International Academy, Strathfield are expected to adopt and demonstrate a supportive team approach to continual refinement and improvement of their individual professional practice. Professional development is vital to our collective success and to our belief in continuous improvement.

At AIA we view **Professional Development** as an ongoing professional training requirement.

The programme includes training staff in school management, classroom management, subject expertise and other relevant areas. In order to maintain a high quality of teaching staff, AIA implements a comprehensive Professional Development programme which includes:

- Participation in **Schools Leading Learning Project through the AIS** of which one of its determined improvement targets for 2018 has been teacher quality which involved staff in professional learning and development in various areas of curriculum, management and leadership.
- A two-hour PD block every week (Tuesday) where staff, guest speakers and professionals share their expertise, knowledge and ideas with staff
- Collaborative Planning sessions where teachers are released to meet together once a week to plan, collaborate and engage in professional dialogue to enhance the teaching and learning.
- Staff attend a wide range of external workshops and in-services in their areas.
- Staff attend IB (PYP, MYP) conferences and workshops (local, interstate and overseas) each year.
- Educational Consultants work within the school to improve staff expertise in a number of areas.
- Peer training and workshopping to improve overall skills.
- Support Staff attend courses related to their area of work.

In addition, staff participated in internal and external training workshops and conferences for the International Baccalaureate Middle Years Programme (MYP) and the Primary Years

Programme (PYP).

In addition, all staff participated in a large number of internal Professional Development on

Tuesday afternoons when students are dismissed early. These PD sessions were largely subject based and concentrated on developing curriculum and programmes and developing teaching skills. Teachers also participated in organised professional development activities on

Curriculum Days and pupil-free days.

<b>Level of Accreditation</b>	<b>Number of Teachers</b>
New Scheme Teachers : Provisional	15*
New Scheme Teachers : Conditional	5
Proficient	24*
Highly Accomplished	0
Lead Teacher	0
Total Number of Teaching Staff	42
Total Number of Non-Teaching Staff	16

*\*Including the teachers on maternity leave.*

## REPORTING AREA 7

### WORKFORCE COMPESTION

#### Teacher Qualifications

All teaching staff have qualifications in education and are all registered members of the NSW Institute of Teachers / NSW Education Standards Authority (BOSTES).

All teaching staff hold a Bachelor's or higher Degree with a number of staff having postgraduate degrees, Masters Degrees & one candidate with a PHD degree. The Academy has already assisted four teachers during 2016 Academic year to accomplish their Accreditation to be on Proficient Standards

CATEGORY	NUMBER OF TEACHERS
i Having teaching qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	<b>42</b>
ii Having qualifications as a graduate from a higher education institutions within Australia or one recognized within (AEI-NOOSR) guidelines but lacking formal teacher education qualifications, or	<b>0</b>
iii Not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	<b>0</b>

## REPORTING AREA 8

### SENIOR SECONDARY OUTCOMES

The school offers two highly academic programmes (HSC and IB DIPLOMA) and at the end of Year 10 students decide which programme best suits their learning and needs.

Students leave the school for a variety of reasons, choice of subjects not offered at AIA, transfer to a more suitable programme such as VET which is not offered at AIA, to gain the desired scholarship and/or apprenticeship, relocation overseas, financial, taking on employment or enrolling in TAFE Colleges.

All the students received offers from various universities. The table below shows courses an universities students received offers from and are currently enrolled in Course University such as Psychology/Arts, Medical Science, Social Science, Commerce, Teaching and Engineering in different university such as Macquarie University, UNSW, Western Sydney University and UTS.

## YEAR 12 GRADUATION CEREMONY 2018

Year 12 graduation ceremony was held last term on Wednesday, 26<sup>st</sup> September, 2018 at the Strathfield Townhall. It was an exciting day for the students of year 12 as they received their graduation certificates. The venue was filled with family, friends and teachers who were all there to celebrate and support a wonderful cohort who have brought great pride to the school.



After graduating, HSC students will no longer be required to attend school as they will be actively preparing for the Higher School Certificate exams to be held from Monday 15<sup>th</sup> of October till the Friday 9<sup>th</sup> of November. The IB students will finish the current academic year at the end of the second week of term four (Friday, 26<sup>th</sup> of October) and then sit for the external exams from Thursday 1<sup>st</sup> of November till Thursday 15<sup>th</sup> of November 2018.



# REPORTING AREA 9

## STUDENT ATTENDANCE AND MANAGEMENT OF NON

### ATTENDANCE POLICY

#### **Rationale:**

The Education Act 1958 requires that children of school age (six-fifteen years) resident in New South Wales are required to be in full-time attendance at a government or registered non-government school unless formally exempt. Our school requires that post-compulsory aged students also attend school unless a valid reason exists.

#### **Aims:**

To maximise student learning opportunities and performance by ensuring that children required to attend school do so regularly, and without unnecessary or frivolous absences.

#### **Implementation:**

Absences often mean students miss important stages in the development of topics, causing them to find 'catching up' difficult.

Absenteeism contributes significantly to student's academic struggle at school.

All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.

Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary. Parents have a further responsibility to provide a written note to the school explaining why an absence has occurred.

A staff member will be responsible for monitoring and investigating student absences. Parents of students who are to be absent are required to telephone the school before 9:00am to report the absence. The absence is then to be confirmed in writing by a note from parents.

Independent students not living with parents or guardians are also required to provide notes.

The designated staff member will telephone parents of absent students if communication from parents is not forthcoming. (Parents to be contacted on the first day of absence in the case of secondary students, and on the second day of absence in case of primary students).

Unexplained or inadequately explained absences will cause the designated staff member to communicate with parents and the student involved so as to implement strategies that will resolve the problem.

Students who aggregate more than 4 inadequately explained absences within a term, should have their parents contacted by the Form Teacher requesting documentation on the student's absence.

Senior students (years 10 – 12) are not to exceed the Academy policy regarding absences, i.e. maximum 5 days per semester. If the parent refuses to supply any documentation, more than 4 unexplained absences a term will affect the student’s enrolment. Ongoing unexplained absences or lack of cooperation regarding student attendance will result in a formal attendance conference being organised.

The student will also be interviewed to ensure that there are no duties of care issues or bullying which is causing the absences. Unresolved attendance issues of post-compulsory students may result in their expulsion from school. Unresolved attendance issues for students required to attend will result in year level failure and may be reported by the principal to the Department of Human Services.

Unsatisfactory attendance for each student of more than 4 absences per term must be followed up by the Form Teacher and kept in students’ record card. Then, it will be transferred to the student’s individual file.

The principal will ensure all student absences and lateness are recorded each period by teachers, and updated on-line “Spider” on the students Roll Marking Records (for each year level). Student attendance and absence figures will appear on student half year and end of year reports. Aggregated student attendance data is reported as part of the annual report.

Evaluation: This policy will be reviewed as part of the school’s three-year review

**Attendance Rate**

<b>Year Level</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Primary (K - 6)</b>	94.4%	91.9%	92.1%
<b>Secondary (7-12)</b>	94.7%	92.3%	93.4%

The attendance rate is an area worth celebrating at the AIA. The rate is higher than some schools of a similar background (ie, local area, independent schools, etc). However, many of our families take overseas holidays in the middle of the year where it is summer in other parts of the world.

- The class roll is marked twice daily.
- Teachers, parent and student are very familiar with the school attendance policy.
- Parents are regularly informed of the attendance policy during information nights.
- Form Teacher/Office staff are in regular contact with parents after absences.

## **GUIDELINES**

### **1) PUNCTUALITY for Kinder – Yr. 6**

Students in the primary school are expected to be at the Academy by 8:25am. Students arriving late during form assembly are required to report to the school office first and obtain a late pass. Students arriving after form assembly must report to the office and have their Planners stamped with the time of arrival and or provide a late note slip. This needs to be shown to the class teacher before being admitted to class. Where a valid reason exists for a student not being able to attend school at the required time, the parent should inform the Form Teacher via a signed note or telephone call. Students who breach the punctuality policy will:

- Be issued with a late pass for the first breach providing there is an acceptable reason provided.
- Be issued with an after-school detention for the Third breach.

Frequent breaches of the punctuality / attendance policies will require a parent interview.

### **2) PUNCTUALITY for Year 7- 12:**

1. It is the responsibility of all students to be in classes on time during the day.
2. In addition to the Official Attendance Roll, all subject teachers must keep their own subject attendance records and must mark their attendance Roll for every lesson.
3. Form Teachers, and Assistant Head of Senior School are responsible to monitor student's attendance pattern, to communicate with parents if necessary, and to implement the Academy Policy when a breach of rules occurs.
4. Subject teacher must report lateness and frequent absences to the Form Class Teacher and the Form Teacher on a weekly basis for students in Years 10 & 11.
5. Year 12 teachers must report student lateness or absences from classes to the Year 12 Coordinator on a daily basis for an immediate action.
6. Subject teachers and Form Teachers are accountable to the Campus Head for the implementation of the above policy.

## **BREACH OF ATTENDANCE & PUNCTUALITY RULES**

1. It is the responsibility of all senior students to observe the Academy Policy in relation to attendance and punctuality. However, Form Teachers should always remind students of the consequences of missing school days or missing particular lessons.
2. If possible, warning should be given to those students and their parents who approached the maximum limit.
3. If student absences exceed the limit as set out in the Academy Policy, Form Teachers must act immediately.
4. Where a student has completed work but there has been a substantive breach of attendance rules, the school may assign N for the work after discussing the matter with the principal.
5. Coordinators must not disqualify students on the ground of absences without the Campus Head's approval.

6. Students shall have the right of Appeal if they were disqualified to continue in a particular study on the ground of exceeding the maximum limit.

### **EARLY DISMISSAL**

In cases where a student is to be dismissed before the official end of day assembly, a written note signed by a parent must be provided to the Form Teacher at the beginning of the day. Students are required to report to the office and sign out before leaving the Academy grounds. If a student is to be collected from the Academy, the parent is to report to the office and sign the student out.

### **STUDENT ABSENCES**

Students are required to supply a written note signed by a parent explaining any absence from school immediately upon return. In addition we would appreciate a phone call concerning any absence longer than two days.

Senior students (years 10 – 12) are not to exceed the Academy policy regarding absences, i.e. 5 days/semester.

### **OVERSEAS TRAVEL**

Students intending to travel overseas during the academic year must seek approval from the Academy. Parents are required to fill out an extended leave form and get it approved by the principal.

All Years 10 and 11 students, who are promoted to the following levels, must attend the Induction Program at the end of the year.

### **IMPLEMENTATION:**

1. All enrolled students are expected to attend daily and on time.
2. Form teachers will mark the attendance roll at 8:35am and 3:25pm each day.
3. Form Teachers will contact parents of students who have been absent for two days.
4. Attendance, absence and late arrival records will form part of each child's half year and end of year progress reports to parents.
5. Parents of absent students are required to provide written notification, stating the reason/s for absence. This information is to be retained by the form teacher (in the attendance roll).
6. Staff members are to bring to the attention of the Assistant Head of School and the Student Registrar any student/s whose attendance is irregular, any students who do not provide adequate information explaining absences, or whose absences appear unwarranted.
  - Initial telephone contact with parents
  - Counselling sessions for parents and/or students

Newsletter articles will highlight absence issues and explain the consequences.

## **OTHER INFORMATION IF REQUIRED**

1. Procedures and processes will be communicated to parents on a regular basis.
2. Full attendance will be actively encouraged by all staff.

## **GUIDELINES AND IMPLEMENTATION ATTENDANCE:**

1. The School Year is divided into Two Semesters (Four Terms).
2. All students are required to attend the school regularly from the first day to the last day of each semester.
3. Term 1 & 3 Breaks are discretionary holidays and may be granted by the Academy to Senior Students. However, Years 10 –12 students may be required to attend school to complete required work or set tasks during Term 1 & Term 3 Breaks.
4. If students are required to attend particular days of Terms 1 or 3 Breaks to complete required work or to attend special classes and failed to attend without prior permission they will be deemed absent from classes and will be subject to penalties according to the Academy Policy.
5. Students may disqualify themselves from completing a particular course by failing to observe the Academy policy in relation to attendance.
6. Senior students may take days off the school only on the grounds of illness. The maximum number of days to be taken off per Semester on the ground of ill health is Five School days.
7. Students may be asked to produce medical certificates to account for particular sick days. However, medical certificates as evidence may not be accepted by the Academy in particular cases, and they may need the Campus Head's approval.
8. Medical certificates will not be accepted if absences occurred on days marked as dates for handing in required work for school assessment or for completing a school assessed coursework task, exam days, or test days set by subject teachers as part of the assessment program. In genuine cases, the Campus Head may authorise such certificates.
9. Students who started after the commencement of the school Year for other reasons must provide written explanation to their Form Teachers. Being away on an overseas trip or visiting the motherland is not an acceptable reason for a student to commence after the starting day except with the approval of the Campus Head.
10. Students intending to travel overseas during the academic year must seek approval from the Academy.

Note: If a student is absent for a prolonged period of time and has been unable to complete her/his Assessment Task as a result of illness or special circumstances, the student may apply for Special Provision. On approval of Special Provision, the student may be able to complete the school-based assessed tasks according to the guidelines set out in Section 3 of the Senior School Manual.

## **INDUCTION PROGRAM:**

All Year 10 & 11 students are required to attend the compulsory induction program scheduled immediately after the November examination period. Students who absent themselves from the induction program are at risk of having their following year's enrolment terminated.

## **PROCEDURE:**

1. The School will monitor the daily attendance and absence of students in the School by maintaining a daily electronic register for each class, of students.
2. Student absences from classes or from the School will be identified and recorded in a consistent manner by the staff member responsible.
3. Parents are to inform the School on a daily basis via phone call to notify the school if the child is not attending.
4. Parents must notify the school and state the reason for the absence via Communication Book (Diary), Leave note, personal note or phone call by Form Teacher. Teachers are to keep these entire notes filed in Plastic sleeve in the back of the Roll under each child's name.
5. Unexplained absences from classes or School will be followed up in an appropriate manner with the student and/or their parent or guardian in the following manner:
  - The school notes that they are required under NSW Board of Studies Guidelines to keep a Register of Admissions for five years and Student Rolls of Attendance for seven years.
  - Phone call or email or text message to parents if there has been no contact for 2 days
  - Registered letter to be sent by the year coordinator if absence is longer than one week with no explanation.



## AUSTRALIAN INTERNATIONAL ACADEMY

A Muslim School Established in 1983  
Sydney, Strathfield Campus  
420 Liverpool Rd, Strathfield 2135  
Phone: 9642 0104 Fax: 9642 0106

### RE: ABSENCE NOTE:

Assalamu Alaikum Wr. Wb.

Dear Mr. & Mrs. \_\_\_\_\_

Our records show that your child \_\_\_\_\_ has been absent from school on the following date/s: \_\_\_\_\_

When there is an absence from school, the student is required to bring a dated and signed note. Since a written explanation for the absence/s has not been received, would you please complete the attached note and return immediately. While it is appreciated that you may have contacted the school and verbally notified the Form Teacher regarding this absence, we do require a written note for our records. Please include a medical certificate where one exists.

Thank you for your assistance in this matter.

Yours sincerely,

Year \_\_\_\_ Class Coordinator

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Year Level: \_\_\_\_\_

Issued By: \_\_\_\_\_

Date	Reason For Absence	Signature



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### **Urgent Notice for Unexplained Excessive Absence**

Assalamu Alaikum Wr. Wb.

Dear Mr. & Mrs. \_\_\_\_\_

Our records show that your child \_\_\_\_\_ has been absent from school on the following date/s: \_\_\_\_\_

When there is an absence from school, the student is required to bring a dated and signed note. Since a written explanation for the absence/s has not been received, would you please complete the attached note and return immediately. While it is appreciated that you may have contacted the school and verbally notified the Form Teacher regarding this absence, we do require a written note for our records. Please include a medical certificate where one exists.

Thank you for your assistance in this matter.

Yours sincerely,

Year \_\_\_\_ Class Coordinator

Date: \_\_\_\_\_



## AUSTRALIAN INTERNATIONAL ACADEMY

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Sydney, Strathfield Campus  
420 Liverpool Rd, Strathfield 2135  
Phone: 9642 0104 Fax: 9642 0106

### WRITTEN WARNING

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Year Level: \_\_\_\_\_

Issued By: \_\_\_\_\_

Re: Excessive Absence Namely \_\_\_\_\_

This is an official warning issued to you on the above date regarding your child's excessive absence.

Please explain the reason for the absence on the above date/s. Also please attach any medical certificate as appropriate.

The reason for the excessive absent is:


If there are further incidents, we will impose further consequences up to and including dismissal.

Parent's Signature \_\_\_\_\_

Date \_\_\_\_\_

## REPORTING AREA 10 & 11

### RETENTION RATES, POST SCHOOL DESTINATION

#### Retention Rates year 10 to year 12

Year	AIA
<b>2009 – 2011</b>	57%
<b>2010 – 2012</b>	58%
<b>2011 - 2013</b>	50%
<b>2012 - 2014</b>	70%
<b>2013 - 2015</b>	61%
<b>2014 - 2016</b>	76%
<b>2015 - 2017</b>	70%
<b>2016 - 2018</b>	72%

Students leave the school for a variety of reasons, choice of subjects not offered at AIA, transfer to a more suitable programme such as VET which is not offered at AIA, to gain the desired scholarship and/or apprenticeship, relocation overseas, financial, taking on employment or enrolling in TAFE Colleges. The best retention rate has been achieved in the last five years.

The school offers two highly academic programmes (HSC and IB DIPLOMA) and at the end of Year 10 students decide which programme best suits their learning and needs.

	2013 to 2014 growth	2014 to 2015 growth	2015 to 2016 growth	2016 to 2017 growth	2017 to 2018 growth
<b>Primary (K - 6)</b>	32	-32	46	9	19
<b>Secondary (7-12)</b>	-12	3	35	12	-16

#### POST SCHOOL DESTINATIONS

We had 23 students sit for the HSC and 6 sit for the IB in 2016. 100% of the 2016 HSC and IB students had commenced tertiary courses at the start of 2017. The courses taken included: Bachelor of Medical Science, Bachelor of Business / Law, Bachelor of Nursing, Bachelor of Psychology, Bachelor of Science, Bachelor of Engineering, Bachelor of Finance/ Accounting, Liberal Arts and Science, Bachelor of Architecture, Bachelor of Arts, Bachelor of Communication, Bachelor of International Studies, Bachelor of Business and Commerce, Bachelor of Social Work, Bachelor of Social Science, Bachelor of Information & Technology/ Laws, Bachelor of Science, Bachelor of Education, Bachelor of Animation, Bachelor of Traditional Chinese Medicine, Bachelor of Design Landscape, etc.

## ATTENDANCE RATE

	2016	2017	2018
Year Level	Attendance Rate Term 1 - 3	Attendance Rate Term 1 - 3	Attendance Rate Term 1 - 4
<b>Kinder</b>	94.32%	88.1%	92.8%
<b>year 1</b>	95.2%	92.7%	90.7%
<b>year 2</b>	95.1%	93.6%	91.0%
<b>year 3</b>	94.1%	91.0%	92.2%
<b>year 4</b>	92.3%	92.5%	91.7%
<b>year 5</b>	96.2%	93.7%	92.2%
<b>year 6</b>	93.6%	92.0%	94.1%
<b>year 7</b>	95.4%	92.7%	92.6%
<b>year 8</b>	94.0%	94.0%	95.2%
<b>year 9</b>	93.7%	91.1%	92.8%
<b>year 10</b>	91.9%	92.2%	93.2%
<b>year 11</b>	95.5%	94.4%	93.0%
<b>year 12</b>	97.8%	89.42%	93.37%

The attendance rate is an area worth celebrating at the AIA. The rate is higher than some schools of a similar background (ie, local area, independent schools, etc). However, many of our families take overseas holidays in the middle of the year where it is summer in other parts of the world.

- The class roll is marked twice daily.
- Teachers, parent and student are very familiar with the school attendance policy.
- Parents are regularly informed of the attendance policy during information nights.
- Office staff are in regular contact with parents after absences.

## REPORTING AREA 12

# ENROLMENT POLICY AND CHARACTERISTICS OF STUDENT BODY

### INTRODUCTION

This policy provides the guidelines within which the selection of students to be enrolled in Kindergarten to year 12 at the Australian International Academy (AIA) may be determined. Very often, there are more students registered for a place at AIA than there are places available, so fair and expedient policies and practices for determining successful enrolments must be established. Ultimately, the selection of students for entry into AIA rests with AIA and all decisions made as part of the enrolment procedure are the prerogative of AIA and all matters will be determined for the benefit of AIA.

### FUNDAMENTAL PRINCIPLES

Students who are registered for enrolment are not guaranteed a place, as enrolments at all levels are competitive and depend on an evaluative process. AIA does not discriminate on the basis of religion, ethnicity, race or gender.

Though AIA endeavours to keep families together it cannot guarantee places for siblings of enrolled students. Time on the Registration List is a factor in the consideration of the allocation of places, but it is not the prime or most important factor. Students with disability will be considered for enrolment if AIA is confident it can provide adequately for the student's disability needs.

As students' peer relationships have an important impact on every student's learning potential, an applicant's character, level of motivation and history of engagement in the learning process are all characteristics to be considered when allocating scarce places.

It is assumed that all families wishing to be considered for enrolment have the capacity to pay all fees and charges according to the Academy's Fee Statement. No consideration will be given to fee discounts.

Scholarships and Bursaries apply only to tuition fee component of the Fee Statement. All other charges and levies must be paid in full.

### GUIDELINES

- The Registration fee is not refundable whether or not the student succeeds in being awarded a place (see Registration Policy).
- All enrolments are approved by the Head of the Academy or his delegate following a process that leads to a recommendation.
- Kindergarten places are determined on the same evaluative basis as places at all other year levels and not solely on sibling status or date of registration.
- New Students are not accepted into year 12, and new enrolment for year 11 depends on exceptional academic potential evident from past academic history.

## THE EVALUATION PROCESS

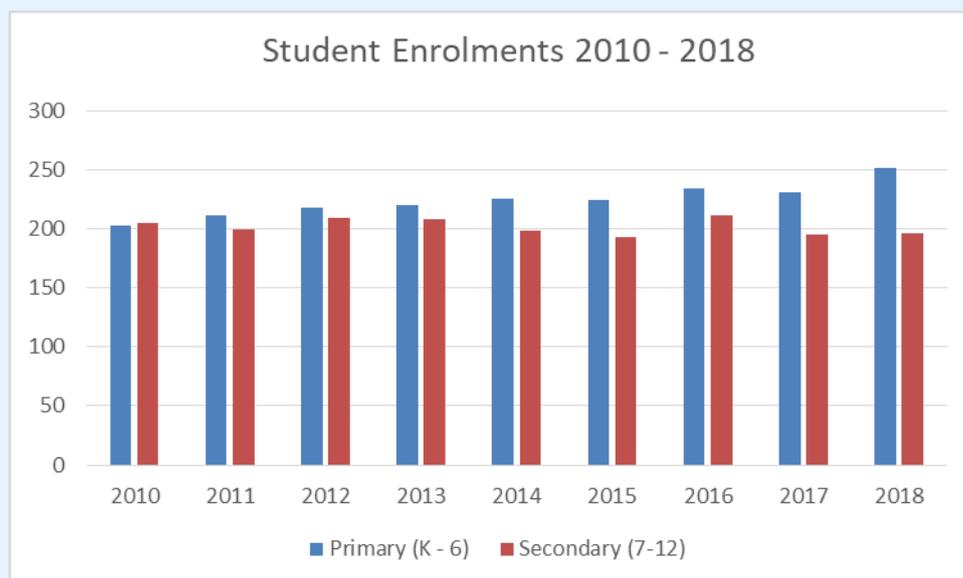
Families on the Registration Waiting List are notified by the Registrar when a place becomes available in any Year 1 – 10 class, and the time the evaluation process is commencing for Kinder enrolments. The evaluation process consists essentially of three components, an evaluation of past performance based on Reports, the results of Entrance Tests completed at the school, and an interview with the student and both parents.

Copies of the student's two previous Semester reports and the student's previous NAPLAN test results must be submitted when the student comes to the school to complete the tests. At least 60 - 90 minutes should be allowed for the testing, which essentially tests literacy and numeracy.

Both parents must attend the interview with the student unless they are exiting parents or there is a compelling reason why only one can attend. If at all possible, pre-school children should not be brought to the interview.

No student will be given preference or any indication of preference at the interview. Until an enrolment has been approved by the Academy Head, or his delegate, no applicant has preference. An enrolment is accepted by payment of a term's fees and all the compulsory charges. If this acceptance is not completed within the time nominated by the Registrar, the offer will lapse and the place will be offered to another student.

Students seeking re-enrolment after having withdrawn from the Academy must go through the same process as new enrolments, including re-registration. An interview with the Academy or Campus Head will also be required. Students who have been withdrawn after a history of non-compliance with any Academy policies will not be considered for re-enrolment.



## **OFFER OF PLACES**

After finalisation of enrolment and payments made, the fees paid will not be refunded. Should the applicant change their mind and wishes to cancel the enrolment? Charges and levies may be refunded, but tuition fees are not refundable. Applicants not offered a place may choose to have the registration retained on the Registration Waiting List for future offers, or they may request the name to be permanently deleted.

If an applicant refuses an offer of enrolment for a second time, the name will be permanently removed from the Registration Waiting List.

## **PREREQUISITES FOR CONTINUING ENROLMENT**

Students in years Kindergarten to Year 8 are generally promoted automatically provided attendance requirements, academic performance requirements and adherence to school policies are generally met.

Continuing enrolment of students into the Senior School is more dependent on academic performance. Progression from Year 9 to 10, and 10 to 11, and 11 to 12 should not be considered automatic. Enrolment is reviewed on a yearly basis and may be reviewed at any time if the behaviour or academic progress of a student is deemed unsatisfactory.

Entrance to year levels 10, 11 and 12 are dependent on academic performance in coursework and examinations, and the successful completion of a number of IB/MYP requirements which include extra-curricular activities, Community & Service requirements, Personal Projects and work experience. Students must also demonstrate an acceptable level of engagement with their work and are usually working towards tertiary study. Points are awarded for successful completion of requirements each Semester and students must satisfy minimum requirements to be considered for entry into the IB Diploma or the HSC Programs. Students who are not engaged and do not satisfy the requirements for promotion because of lack of commitment to their work or the school, poor work habits, misbehaviour, absenteeism or an inability or unwillingness to change will not be promoted.

Students who have not met the minimum requirements may be counselled towards seeking a course of study in TAFE courses more appropriate to their career aspirations.

The school is an educational institution and cannot accept the responsibility for caring for students religious or social needs to the exclusion of their educational needs.

The school will only exercise its powers under this clause to exclude a pupil permanently if it has provided the pupil and the parents or guardians of the pupil with details of the conduct which may result in a decision to exclude the pupil and provided them with a reasonable opportunity to respond.

No remission of fees will apply in relation to any of the above cases.

## STUDENTS WELFARE

The Australian International Academy values the importance of facilitating a learning environment. The comprehensive, experienced and professional team is composed of Form Teachers, School Chaplain, School Counsellor, Deputy Principal and the Head of Campus with the aim to ensure the student wellbeing has been achieved in order for the student to be a successful human being.

The mental, social, emotional and spiritual aspect of each and every child is a paramount concern for the Academy/the student management team. We believe and know that for a student to be successful first, he/she needs to have a healthy wellbeing. They need to know how to manage challenges, develop coping mechanisms, and develop resiliency, confidence and positive self-esteem. They need to know how to set goals, meet objectives and know how to get there. This is why the IB Learner Profile, IB Attitudes, Approaches to Learning and Islamic Values are so embedded into our school philosophy.

How can a child achieve if he/she is unorganized, has no goals, lacks positive self-esteem, cannot manage emotions, has difficulty coping with stress? How can I expect a child to achieve a high ATAR or work to his/her best capacity if schooling is not their priority or they have learning difficulties that are undiagnosed?

The Student Management team including the coordinator are the coaches of each and every child. We put plans, programs, strategies and approaches in place to ensure all the factors above are dealt with so that our students are well rounded, confident, resilient, prepared and ready to achieve their best.



## **TERMINATION OF ENROLMENT FOR POOR ACADEMIC PERFORMANCE**

Students may be identified as being at risk of having their enrolment terminated if they fail to meet certain academic/attitude standards. Generally a student is deemed to not be progressing satisfactorily if he/she fails to meet the conditions set down in the Senior Student Contract as well as in the Senior Student Handbook, Promotion Policy, course requirements and standards. Students who continue to make unsatisfactory progress and fail to show commitment to their work are counselled and supported however failure to respond to the school's recommendations may lead to a decision to terminate a student's enrolment.

## **OF ENROLMENT**

- If the Academy Director, or any person deputing for the Academy Director considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the school or its students or staff, the director or deputy may exclude the student permanently or temporarily at their absolute discretion.
- If the Academy Director, school council or the principal believes that a mutually beneficial relationship of trust and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the school, Academy Director the school council or the principal may require the parent to remove the child from the school.
- The school will only exercise its powers under this clause to exclude a pupil permanently if it has provided the pupil and the parents or guardians of the pupil with details of the conduct which may result in a decision to exclude the pupil and provided them with a reasonable opportunity to respond.
- No remission of fees will apply in relation to any of the above cases.

## **EXCLUSION POLICY**

It is not the policy of AIA to exclude students from other AIA schools.

## REPORTING AREA 13

### SCHOOL POLICIES

Full policies are available to all staff on the Academy Website and Intranet.

#### **STUDENT WELFARE**

Pastoral care of students refers to all actions taken within Australian International Academy (AIA) by its leaders and community members to promote and enhance student wellbeing of a personal, social, physical, emotional, mental or spiritual nature. Key elements of student wellbeing are positive self-regard, respect for others, positive relationships, responsible behaviours and personal resilience. Pastoral care of students is effected in many aspects of school life, and especially in our school's vision and mission statements, policies, procedures, programs, teaching and learning curriculum, student activities, student support and wellbeing services, behaviour management processes, family engagement, community partnerships, and school climate. At AIA the pastoral care of students is based on recognising the many wonderful attributes of children and young people and adopting strategies that seek to modify unacceptable behaviours.

#### **SUPPORT SERVICES**

Our Classroom teachers, Form teachers, School Chaplain and Student Counsellor are able to offer individual and group support in relation to the academic, social and emotional well-being of all students. We also have a Welfare and Student Management Team (WSMT) led by the school Counsellor and Student Management Leader and which includes the Principal, Deputy Principal, the Form teachers and the Head of Teaching and Learning. Their role is to offer support and guidance to staff, students and families regarding various personal, developmental and family issues. We also have a Chaplain and special needs coordinator who support staff by providing advice in educational assessment and management of students, which may include diagnostic testing. They work closely with Learning Support staff in developing individual learning programs for students identified as having special needs. The WSMT can initiate and liaise with external support personnel where appropriate and provide support within the school's pastoral care system.

#### **ANTI BULLYING**

Bullying is a pattern of oppressive behaviours by an individual or group. It is the wilful, conscious desire to hurt, frighten, put down or threaten someone. All members of the AIA community have the right to feel safe and supported hence bullying incidents are treated very seriously and promptly in the spirit of resolution.

The Academy aims to raise awareness of and prevention of bullying and harassment by:

**(I) Teachers:**

- Expressing disapproval of bullying and harassment whenever it occurs within the school
- Listening sympathetically and taking your problems seriously
- Modelling positive, respectful and supportive behaviour towards students.
- Promoting an awareness of the unacceptable nature of bullying and harassment in the classroom and through the curriculum.
- Watching for early signs of bullying.
- Ensuring the school grounds are supervised during breaks.
- Being receptive and supportive to students involved in bullying.
- Informing the relevant Form teachers.
- Arranging time to bring the target and bully together to work out a reconciliation to the problem
- Encourage students to report bullying.

**(II) Students:**

- Reporting incidents of bullying and harassment to a trusted teacher, form teacher, Form Teacher or welfare counsellor.
- Becoming aware of ways to avoid bullying.
- Showing disapproval towards bullies, and not taking part in acts of bullying and harassment.
- Supporting students who are bullied.
- Participate in peer mediation / support programs.

**(III) Parents:**

- Taking an interest in their child's social activities.
- Watching for signs of distress in your son / daughter.
- Encourage your child to talk to a member of the staff about what they have been experiencing, how this makes them feel and what they have done to handle the situation.
- Inform the school of the incident by making an appointment with their teacher to discuss how to come to a resolution.
- Work with staff to resolve the problem in a manner advised by the school.
- Do not sort the bullies out yourself. This can escalate the problem.
- Teaching their child the values of honesty, tolerance, acceptance and the right and wrong.

## **A WHOLE-SCHOOL APPROACH TO INTERVENTION**

The anti-bullying and harassment policy is distinct from the school's general discipline policy; however there may be some overlap between the two. Effective intervention will be dependent upon the consistent implementation of the policy by all members of the school and community. It is therefore imperative that a whole school approach is taken to reduce the incidents of bullying and harassment and promote positive relations within the school.

## **COMPLAINTS AND GRIEVANCES**

The Academy has a Complaints and Appeals policy that sets out the procedures that ought to be followed if a student or parent feels they have a complaint or grievance which needs to be addressed. Every attempt will be made to resolve the issues surrounding the complaint/grievance within the school, but if that proves to be unsuccessful, the Grievance Procedures itself allows all parties involved in any incident or issue to put their points of view to an agreed upon independent and uninvolved arbiters in a fair and objective forum at minimal or no cost. Recognizing that it is sometimes not possible to resolve an issue to everyone's satisfaction, the Grievance Policy and Procedures attempts to reach a fair settlement.

If a student/parent chooses to access this Grievance and Complaints process, the student's enrolment will be maintained by the Academy right up until resolution, including the determination of any Appeal, though if it deemed necessary by the Campus Head, the student may be excluded from attending classes until the case has been determined.

If the complaint falls within the definition of illegal or unlawful activity, the laws and regulations governing the situation must over-ride the Complaints procedures outlined here. This applies to issues governed by Mandatory Reporting legislation, and in such areas as serious sexual harassment. In such cases, the responsibilities of all parties are mandated by legislation and as such, must be implemented in full.

## REPORTING AREA 14

### SCHOOL DETERMINED IMPROVEMENT TARGETS

The Academy improvement plan, which has allowed the AIA to purchase resources and essential reading programs, send staff on professional development, and provide release time for staff to collaborate on strategies for better school improvement and increase student and community engagement and satisfaction. 2018 has been another year of consolidating and implementing the structures that were introduced in 2014 to support our Strathfield Campus in its journey of progress, development and improvement. The school's priorities and improvement targets are part of a long term plan as well as being "work in progress". In all the areas of "school improvement" mentioned below, the foundations have been laid in many of the areas and the journey of transformation which commenced in 2013 continued on throughout 2018. The modest achievements made in 2018 are another great incentive for the AIA community to continue to face the challenges and see them as opportunities for further gains. Our School Improvement Plan is stated below:

#### **The intended outcomes were as follows:**

##### **Literacy:**

- 1.1 Increase the number of students performing in the top 2 bands in reading for Year 3 to 50% for NAPLAN
- 1.2 Increase the number of students performing in the top 2 bands in writing for Year 3 to 60% for NAPLAN
- 1.3 Increase the number of students performing in the top 2 bands in reading for Year 5 to 40% for NAPLAN
- 1.4 Increase the number of students performing in the top 2 bands in writing for Year 5 to 20% for NAPLAN
- 1.5 Increase the number of students performing in the top 2 bands in reading for Year 7 to 30%
- 1.6 Increase the number of students performing in the top 2 bands in writing for Year 7 to 20% for NAPLAN
- 1.7 Increase the number of students performing in the top 2 bands in reading for Year 9 to 40%
- 1.8 Increase the number of students performing in the top 2 bands in writing for Year 9 to 30%
- 1.9 Reduce or maintain the percentage of Year 7 and 9 students performing at or below the National Minimum Standard to 0% in Reading and Writing

- 1.10 Further Increase the percentage of students borrowing from the school library for Year 6 by a further 50%, Year 7 by a further 30%, Year 8 by a further 10% and Year 9 by a further 20%

### **Intended Outcomes for the LITERACY:**

1. Increased number of students achieving in the two higher bands in Reading in Years 3,5,7 and 9
2. Increased number of students achieving in the two higher bands in Writing in Years 3,5,7 and 9
3. Decreased percentage of students in Year 3, 5, 7 and 9 performing at or below National Minimum Standard
4. Increased rate of borrowing books from the library amongst students in K – Yr 9

### **Numeracy:**

- 2.1 Increase the number of students performing in the top 2 bands in Numeracy for Year 3 to 40% for NAPLAN
- 2.2 Increase the number of students performing in the top 2 bands in Numeracy for Year 5 to 30% for NAPLAN
- 2.3 Increase the number of students performing in the top 2 bands in Numeracy for Year 7 to 40% for NAPLAN
- 2.4 Increase the number of students performing in the top 2 bands in Numeracy for Year 9 to 40% for NAPLAN

### **Intended Outcomes for the NUMERACY**

1. Increased number of students achieving in the two higher bands in Numeracy in Years 3,5,7 and 9

### **COMMUNITY ENGAGEMENT**

- Maintain community satisfaction from survey in school curriculum
- Maintain parent attendance at information nights at 50% parents in the primary and secondary school
- Maintain the high percentage of parents attending parent teacher interviews at 70% in the high school and above 80% in the primary

### **Staff Professional Development & Learning**

The benefits from Professional Developments for staff at AIA are:-

1. Develop a common understanding of quality teaching and learning within their school
2. Receive constructive feedback on leadership and/or professional practice
3. Use the results of self-reflection and an analysis of evidence gathered during the process to inform the selection of targeted professional learning that will support improvement
4. Use Professional standards as a basis of their Professional discourse, reflecting on their practice, selecting professional learning and assessing their change in effectiveness
5. Gain recognition for leading and teaching that has resulted in improved educational outcomes for students

On-going Professional learning is the best contributing factor for each member of our academic team, and their willingness to contribute broadly to the development of the Academy as ‘**a Place to Grow**’ whether it is on the personal level or the Academy as a whole.

### **E-Learning**

The Australian International Academy Strathfield Campus promotes students to develop and demonstrate the knowledge, skills, practices and attitudes necessary to be engaged learners. The Academy introduced E-Learning offered in 2014 for Year 7 where the students were required to buy a Laptop and E-books as part of the e-learning process. This year, students of Years 7 - 10 are using e-learning in class to support investigations.

The aims for e-learning are as follows:

- To enhance students’ natural affinity with technology, increase motivation and active engagement in the learning process.
- To promote “reverse classrooms” that enables the students rather than the course material to become the focus of the learning.
- To use the technology to enhance teaching skills that focus on the learner and the development of higher order thinking skills throughout each lesson.
- To utilise ready internet availability to enable student inquiry throughout lessons.
- To explore the potential of tablet computers for rich task learning, individual and group research, networking and collaborative learning, communication and multi-media tasking within each lesson.
- To develop ‘paperless’ communication that reduces the reliance on printed material. Many professional development workshops have been run in order to help teachers understand and gain skills to effectively carry out e-learning in their classes.

### **Year 10 MYP Personal Projects**

Again this year, Year 10 students work for the duration of this year on a culminating, independent project. Each and every student’s project demonstrates the culminating philosophy, knowledge, skills, and understanding of the MYP Programme. Well done to all students for their efforts, diligence, and persistence to produce very impressive Personal Project pieces. Please make sure you visit the Arts, Sciences, Design technology, Languages and Personal Project Exhibition at the end of the year which showcases the unbelievable achievements of our High School students

### **Technology Education**

Information Technology involves technology that is used to convert data into information. It involves people, procedures, hardware, software and data. In short, anything that renders data, information or perceived knowledge in any visual format whatsoever, via any multimedia distribution mechanism, is considered part of the domain space known as Information Technology.

Semester 1 was very successful for students. There are 6 streams of classes running in the school. Years 9 and 10 undertake Information and Software Technology (IST), Year 11 Information Processes and Technology (IPT) and Information Technology in a Global Society (ITGS) and Year 12 Information Processes and Technology (IPT) and Information Technology in a Global Society (ITGS). Both courses are similar in context but differ in content. There are

four International Baccalaureate students currently in year 11 and eight in year 12 doing Information Technology in a Global Society (ITGS) which involves analysing technological social and ethical issues. This semester, the students in Years 9 and 10 had the opportunity to work on the design cycle producing reports for each cycle. They did extremely well in their reports and some very interesting products were designed. The marking criterion has changed last year for MYP and there were new templates created for each of the criteria during faculty meetings and given to the students.

No matter what career path a student chooses these days, Information Technology has slowly become a necessity in a child's future as majority of the career paths require IT as a prerequisite. As a faculty, the IT Department has introduced many initiatives such as Edmodo system, and this semester they are implementing 3D Printing for students and teachers. Since plagiarism has become a very important and a common issue, the Academy has continued using the software that was implemented two years back namely Turn-it in which helps assess the assignments to check for plagiarism and report it to help in marking of an assessment. The IT department also looks after the school website for any modifications or updating.

## REPORTING AREA 15

### INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Values Education is an integral part of the AIA curriculum and ethos, and students learn about values through living them continually in situation after situation and through the school's curriculum and extra-curricular programme, which places emphasis on character building and a value driven life. The school wants students to feel valued and cherished and to recognise that they are an integral part of the school and wider community.

Our Values, Interfaith and Harmony Programme Coordinator provides the structure and programmes which allow students to practice a set of core values which are fundamental to the well-being of the individual and of humanity as a whole.

By living and practicing the values, the students will, we hope, adopt them as central character traits within their lives. Values such as cooperation, honesty, humility, caring, responsibility, respect for human dignity, respect for the law and a commitment to ethical behaviour are inculcated in students through participation and engagement in numerous learning experiences and opportunities. Offering students such opportunities serve to foster a real sense of awareness of the civic virtues of participation and membership implicit in their citizenship as Australian Muslims.

The following are some of the activities/initiatives undertaken throughout 2018 promoting respect and responsibility:

### **ASYLUM SEEKER CENTRE**

Year 10 has been very busy this term studying Anh Do's autobiography, *The Happiest Refugee*. To supplement their learning we had a visit from Jenny, a representative from The Asylum Seeker's Centre who enlightened our students with the reality behind a refugee's journey.

The Asylum Seekers Centre is a place of hospitality and welcome. It is described as an oasis for many people, a safe place for those who have fled situations of great danger. In addition, The Asylum Seekers Centre has been providing personal and practical support for 25 years and due to this it was great to have our students become aware of such a reputable organisation which helps the less fortunate.

Furthermore, on a memorable note, our Year 10 cohort were kind enough to organize, **overnight**, \$740 which they donated to The Asylum Seeker's Centre. Mrs Khan, Miss Ladkani and Miss Fatima used the donations to buy the required items listed on the Asylum Seeker's Centre website and surprised Jenny with it after her presentation. Jenny was absolutely thrilled and packed her entire car with all the items. We were surprised she even had somewhere to sit to drive her car!



Values Education activities are an interdisciplinary and ongoing process for AIA Sydney Campus. Every Teacher is a part of the whole school values education approach. Activities highlighted below to identify and reflect on some of these extra curricula events.

In the Islamic Studies Department we are working towards producing an Islamic character which sets an outstanding example for Australian Muslims who can be leaders equipped to deal with global challenges and to be positive contributors to society. Also to respect other faith and belief.

Quran reading and memorisation takes place during class and Tafseer is provided to our students to teach them the meaning of the verses which they are studying. When students understand what they are reading they are more likely to adhere to what God commands.

Our mission is to teach the Quran and the Sunnah of the prophet (PBUH) in the most precise of ways. We want to produce generations of respectful, hardworking and God-fearing citizens that will contribute to the enhancement of society and the environment.

This year, students were excited to exercise their responsibility to the wider community through a variety of activities to accomplish Service and Action goals. Students used the Service and Action Edmodo group to share their ideas and learn about opportunities that they could volunteer their time for, and used an online reflection tool to evaluate their strengths, areas for improvements and identify the Approaches to Learning skills and IB Learner Profile attributes that they had applied and developed.

The focus of our Service As Action program this year was on “Collaboration”. Students worked together with their form classes to create volunteer opportunities for causes such as AusRelief, Cancer Council, Parramatta Mission, Red Cross, Refugee Council of Australia, Starlight Foundation, Taronga Zoo and Westmead Children’s Hospital.



Students initiated and participated in exciting events to bring awareness to these causes and assist in raising much needed funds for them that all members of the school community could enjoy. Some of these activities included bake sales, games and presentations for Primary students, collection of toiletries and creating gift packs for those less fortunate, soccer and touch football competitions and a recycling program in every classroom.

As a whole school approach, students from Year 4 through to Year 10 collected food and toiletries over several weeks to donate again to the Asylum Seekers Centre to support asylum seekers, and learn the value of helping others less fortunate. A big thank you is to be extended to families of our students that helped in this contribution. Our students have done an amazing job, giving their time and energy to help others in need, and to make these activities enjoyable for everyone involved and for the organisations they support.

Qur’anic verses and Hadiths. Students from stage three created their very own eco system and presented to the class.

## BOYS IDENTETY & CIVIC RIGTHS WORKSHOP

### Danny Mikati Visit:

On Tuesday 24<sup>th</sup> July, 2018 we had the honour of having Mr. Danny Mikati visit our school. Mr. Mikati spoke to our High School boys from year 9 to year 12 regarding important topics such as staying motivated and having aspirations as well as our civic duties and responsibilities. The boys were very moved and left the session feeling inspired.



## REPORTING AREA 16

### PARENT, STUDENT, TEACHER SATISFACTION

Throughout the year, formal and informal meetings are conducted where parents were kept abreast of developments, programmes and activities within the Academy. Many avenues are provided for parents and students to express any concerns or views. We are extremely proud of our ‘open door policy’, with parent, student and staff feedback welcomed and encouraged, at all levels. The Academy also has a number of formal organisations and committees within the school that provide an opportunity for parent, teacher and student feedback and involvement in the Academy. These include the Mothers Volunteer Group, the Student Representative Councils, and the Leadership teams within the Academy, Form Teachers, and the many Support Groups within the Academy structure.

#### STAFF SATISFACTION

Our annual Staff Reflection survey indicated a very high satisfaction amongst staff.

#### RESULTS FROM TEACHER SURVEYS 2018

AREA OF FOCUS	COMMENT
<b>Personal Impression and Teacher Welfare</b>	Most staff members felt positive & enthusiastic about being at the school and further continuing to work here in the future. Most staff feel that staff care about & trust each other and work in harmony.
<b>Discipline</b>	Staff are positive about being supported in terms of student behaviour and that teachers model and teach positive behaviour. Staff work together as a team. Some staff agree that they are part of the decision making process. Staff are positive that class sizes are manageable. Staff are less positive about the school promoting the “Keep My School Clean” policy.
<b>Professional Growth &amp; Learning</b>	Most staff were positive in being provided with guidance in engaging in unfamiliar tasks, feeling enthusiastic about their teaching, school is well administered and creates a healthy atmosphere. The school provides staff with opportunities to participate in professional learning.
<b>Curriculum and Resources / Technology</b>	Almost all staff are positive about the curriculum being innovative and caters for the needs of individual children. They felt less positive about the subject choices and the promotion of technology. Most staff are confident in monitoring student use of technology, however, less positive about the implementation of computers and other resources in the classroom.
<b>Curriculum and Literacy</b>	Most teachers are confident in their understanding of Literacy skills, and use of SMART . They are also positive in preparing higher order thinking activities and giving feedback. Almost all teachers very satisfied with all areas.
<b>School Climate</b>	This section of the survey was highly positive. Teachers feel positive in providing a safe and supportive environment, understanding students’ needs, evaluating their own teaching, professional development, classroom management, teaching strategies, differentiation and challenging behaviour.

**Overall teacher satisfaction was 83.48%**

The main focus of our data collections from Staff was related to the following aspects of teaching and learning areas:-

- Curriculum
- Teacher Quality; Learning Opportunities
- Student Behavioural Values; Personal Development
- Technology and Resources
- Leadership and Management; School Environment
- Student Relationships
- Students' & Staff Morale

The attendance rate is an area worth celebrating at the AIA, which will reflect a positive area about. The rate is higher than some schools of a similar background (ie, local area, independent schools, etc).

However, many of our families take overseas holidays in the middle of the year where it is summer in other parts of the world. The class roll is marked twice daily.

Teachers, parent and student are very familiar with the school attendance policy.

Parents are regularly informed of the attendance policy during information nights.  
Office staff are in regular contact with parents after absences

### RESULTS FROM STUDENTS' SURVEYS 2018

AREA OF FOCUS	COMMENT
<b>Motivation and Encouragement</b>	Most students are generally positive when it comes to being motivated to learn, given opportunities to succeed and lessons are challenging.
<b>Teacher Feedback</b>	Majority of students find the teacher feedback useful.
<b>Respect and Fairness</b>	Students feel positive about receiving respect from teachers Area of Concern:
<b>Discipline</b>	Most students believe the school rules are too strict and that it is easy to get a detention or suspension. However, most students agree that the school is clear when informing students when they break the rules and know how they are expected to act. Areas of Concern:
<b>Student collaboration and respect</b>	Students like collaborating with each other and care and respect one another and believe the school encourages this behaviour. However, Area of Concern:
<b>Bullying</b>	Students strongly agree that bullying is taught by the teachers to not be tolerated, however they are unsure if they will tell a teacher if they were bullied. They feel less positive about other students trying to stop bullying if they see it happen. Area of Concern:
<b>Cleanliness</b>	Students are less positive about the cleanliness in the school, especially the playground and building. Area of Concern;

**Overall student satisfaction was 62.26%**



# REPORTING AREA 17

## SUMMARY FINANCIAL INFORMATION

### ACADEMY SENIOR FINANCIAL MANAGER

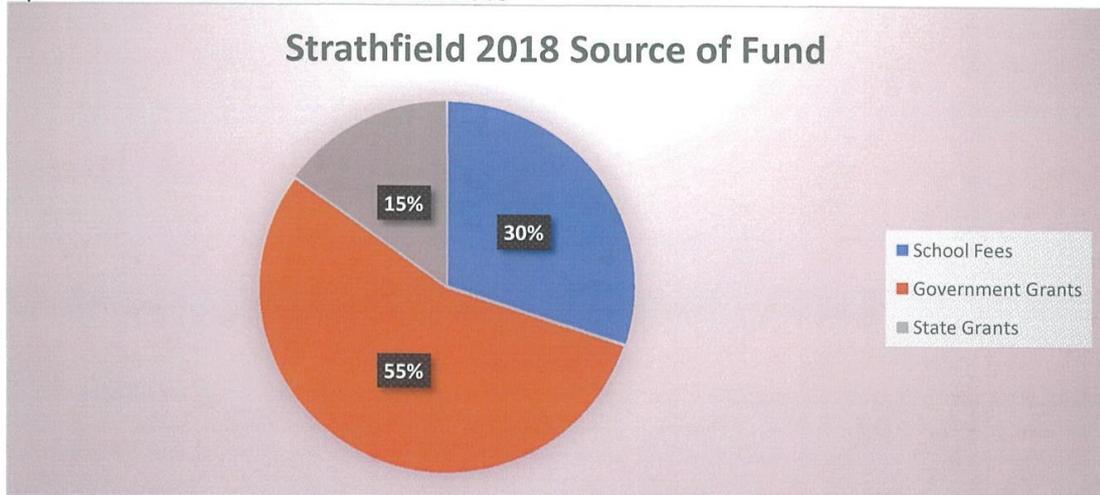
**Fayzah Salah**  
**Senior Financial Manager**

#### Strathfield 2018 Senior Financial Manager's Annual Report

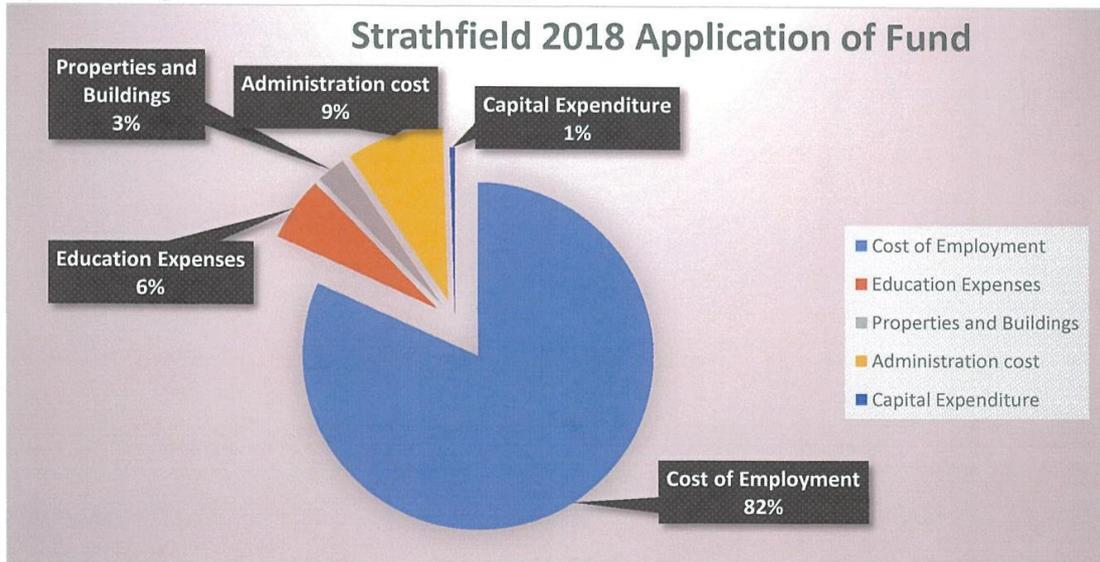
2018 in particular has been a year of many changes for AIA. It brought many challenges, opportunities for learning and growth, thoughtful and ultimate success. The annual report shows how AIA is progressing and developing as a school and outlines what has achieved.

The Graph below shows the financial summary as of 31 December 2018

Operational Revenue as of 31 December 2018



Operational Expenditure as of 31 December 2018



### Capital Expenditure of 1% made of

\$9K Computers and IT Equipment,  
\$38K Furniture & equipment

Currently AIA operates schools in Victoria, and Sydney. Each AIA school operates independently and is responsible for the school's financial budget and performance. Each school has independent income, expenditure, budgets and targets. The income that each school receives from tuition fees, private income and government grants is used entirely to operate and develop that school. The School Board, head of campus and Business Manager control the financial accounts at each school which are audited by external auditors in accordance with the Australian Accounting Standards.

As a part of the school's management control, the school contributes to cover its own costs of services. AIA Head Office with school's administration are ensuring the cost-effective for collective service agreements such as educational services, insurance, cleaning, healthcare, auditing, and other essential services. Also review policies and arrange professional development for schools' staff.

The following are the audited financial statement for Strathfield school

### Australian International Academy of Education Limited - Strathfield Campus

ABN: 72 110 488 554

#### Detailed Income Statement

For the year ended 31 December 2018

	2018 \$	2017 \$
<b>Income</b>		
Fees less discount	2,045,385	1,581,461
Fees/Levies-capital	83,580	80,619
Other receipts from students	47,303	324,772
Other private income	70,612	58,429
Interest	6,160	5,332
Commonwealth government recurrent grants	3,966,698	3,697,241
State government recurrent grants	1,085,118	1,006,261
ALS- grants	15,091	53,048
Centrelink parental leave	73,624	4,170
	<u>7,393,571</u>	<u>6,811,333</u>
<b>Expenses</b>		
Audit fees	15,636	27,137
Salaries & allowances	5,290,936	5,084,050
Workers compensation	12,317	24,930
Superannuation	481,761	459,107
Increase(Decrease) in provision for employee benefits	26,120	113,138
Other teachers expenses / material	212,284	208,690
Excursions and camps	66,744	43,908
Sundry expenses	62,202	36,727
Non-salary admin expenses	373,963	457,831
Operating lease	-	933
Building and ground maintenance	64,251	71,983
Rent	498,963	476,562
Depreciation	75,134	60,627
	<u>7,180,311</u>	<u>7,065,623</u>
<b>Operating deficit</b>	213,260	(254,290)
<b>Other comprehensive income</b>		
<b>Total deficit for the year</b>	<u>213,260</u>	<u>(254,290)</u>

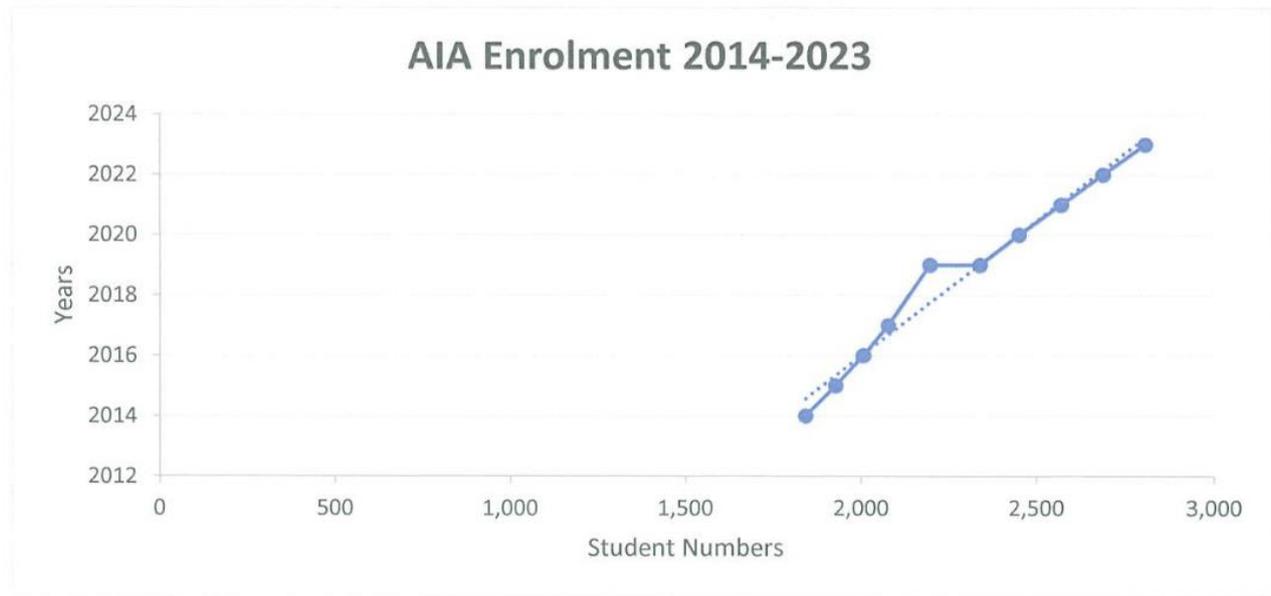
**Australian International Academy of Education Limited - Strathfield Campus**

ABN: 72 110 488 554

**Statement of Financial Position**

As at 31 December 2018

	2018	2017	1 Jan 2017
	\$	\$	Restated Balance \$
<b>Assets</b>			
<b>Current assets</b>			
Cash and cash equivalents	286,553	422,223	208,963
Trade and other receivables	175,399	135,078	130,586
Other assets	47,360	22,358	-
<b>Total current assets</b>	<b>509,312</b>	<b>579,659</b>	<b>339,549</b>
<b>Non-current assets</b>			
Trade and other receivables	-	-	-
Property, plant and equipment	1,264,465	1,290,879	1,266,296
<b>Total non-current assets</b>	<b>1,264,465</b>	<b>1,290,879</b>	<b>1,266,296</b>
<b>Total assets</b>	<b>1,773,777</b>	<b>1,870,538</b>	<b>1,605,845</b>
<b>Liabilities</b>			
<b>Current liabilities</b>			
Trade and other payables	2,448,176	2,800,013	2,406,067
Employee benefits	941,984	919,883	807,748
<b>Total current liabilities</b>	<b>3,390,160</b>	<b>3,719,896</b>	<b>3,213,815</b>
<b>Non-current liabilities</b>			
Employee benefits	66,535	46,820	33,918
<b>Total non-current liabilities</b>	<b>66,535</b>	<b>46,820</b>	<b>33,918</b>
<b>Total liabilities</b>	<b>3,456,695</b>	<b>3,766,716</b>	<b>3,247,733</b>
<b>Net assets</b>	<b>(1,682,918)</b>	<b>(1,896,178)</b>	<b>(1,641,888)</b>
<b>Equity</b>			
General Funds	(1,682,918)	(1,896,178)	(1,641,888)
<b>Total equity</b>	<b>(1,682,918)</b>	<b>(1,896,178)</b>	<b>(1,641,888)</b>



### AIA ENROLMENT

2014-2023

<u>Primary</u>	<u>Secondary</u>	<u>Total Students Numbers</u>	<u>Years</u>
1,125	718	1,843	2014
1,179	750	1,929	2015
1,258	751	2,009	2016
1,255	828	2,080	2017
1,441	790	2,200	2018
1,460	850	2,341	2019
1,510	860	2,453	2020
1,570	920	2,573	2021
1,630	980	2,693	2022
1,690	1,040	2,813	2023

*The End!*