



AUSTRALIAN INTERNATIONAL ACADEMY

STRATHFIELD 2020
ANNUAL EDUCATIONAL FINANCIAL REPORT

Advancement
Determination
Faith

EDUCATIONAL FINANCIAL ANNUAL REPORT

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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THEME 1

A MESSAGE FROM KEY SCHOOL BODIES

MESSAGE FROM THE ACADEMY HEAD

Mrs Mona ABDEL-FATTAH
ACADEMY HEAD, NSW

The year 2020 has been like no other, with our Strathfield and Kellyville school communities dealing with numerous challenges of our five-year renewal of registration and accreditation at Kellyville school, separation from the Melbourne schools and the coronavirus pandemic (COVID-19). However, these challenges have been opportunities for growth and improvements on many fronts. Our schools with all its employees, teaching and non-teaching have responded with incredible professionalism and resilience to meet the challenges presented to us. Our staff have worked tirelessly throughout the year to support our kindergarten to Year 12 students in those stressful times to ensure the students' best interest are at the fore. And all this with smiles on their faces and their humour intact. Thanks to our staff's huge reservoirs of patience, persistence and energy our schools managed to turn these challenges into opportunities for growth. We could not be prouder of our staff, students and parent community for the character, dedication and resilience they have shown throughout the year in responding to those challenges. May God bless you all.

It is again a pleasure to present our annual magazine which is a collection of some of the highlights, blessings, challenges and celebrations which we at AIA have experienced throughout the year. It becomes very clear when one reads and browses through the magazine that the vision of AIA and the message of our blessed faith, are indeed at the heart of our education community. It is evident in the reflections of the members of AIA Management, leadership team of teachers, and in the contributions of students.

It has been a very busy, challenging and exciting year in which much has been accomplished and where we continued our journey of growth and development in implementing both the International Baccalaureate Middle Years Programme (IB MYP), the International Baccalaureate Primary Years Programme (IB PYP) and the NESA programmes and requirements.

Kindergarten to Year 6 classes continued on their rich PYP journey with engaging and exciting Units of Inquiry, and our High School students continued to grow and flourish with the Middle Years Program. Our Year 10 students celebrated completing their IB MYP Journey and received their official certificates in a ceremony held at the end of Term 4. Both the IB PYP and IB MYP provide our students and staff with excellent opportunities and experiences that are significant, relevant, challenging and engaging.

Year 6 students, under the guidance and support of their teacher mentors, worked hard on their PYP Exhibition, which is the culmination of completing their IB Primary Years Programme journey. The Primary Years Programme (PYP) exhibition represents a significant event in the life of our year 6 PYP students as they share the essential elements of the programme with the

whole school community. It is an opportunity for students to exhibit the attributes of the International Baccalaureate (IB) learner profile they have been developing throughout their engagement with the PYP.

Students engaged in a collaborative, transdisciplinary inquiry process that involved them in identifying, investigating and offering solutions to real-life issues or problems. The journey has been very exciting, creative and a marvellous opportunity to demonstrate independence and responsibility for their own learning, to explore real life issues from multiple perspectives and to demonstrate how students can take action as a result of their learning.

The Year 10 students completed their MYP Personal Projects which is an individual project completed in the student's own time, over several months. Its main purpose is for the student to LEARN about their chosen topic, to learn about themselves as learners, and to achieve a goal through the completion of a product or outcome through the lens of a Global Context. The Personal Project consists of three main components: a Process Journal, a Report of 2500 -3500 words and a Product or Outcome. Students are expected to spend around 30 to 40 hours on their Personal Project under the guidance and support of a mentor teacher assigned to them. The Personal Project Exhibition, as you can see in this magazine, is something of which we are all proud.

Year 12 is always a challenging but ultimately a rewarding year, providing students the opportunity to demonstrate their growth, in every sense, as they finish their time at school. This is indeed true for 2020 and, in the face of unprecedented challenges, students have shown more than anyone might possibly realise. They have shown resilience in the way that they kept moving forward despite the obstacles they faced. They have demonstrated such a deep sense of caring as they supported each other throughout this final leg of their journey through their school. And they have demonstrated their leadership in the example they have set and the encouragement they have provided for each other and for younger students. Our Year 12 students couldn't have done it without the wonderful support and guidance shown by our highly professional and dedicated staff.

I congratulate all our Year 12 students and wish them all the best for their future, inshallah, and leave them with the encouragement to be brave and wise in their decisions and choices, open to the possibilities ahead of them, and revel in the challenges that Allah SWT will put before them on their lifetime of learning.

As we close this academic year and set an ambitious agenda for the next, I extend a special thanks to our community — students, staff, alumni, and all AIA'S friends and partners, for a challenging but successful year.

I pray to Allah swt that we as a school community see current obstacles and challenges as opportunities for growth and for stretching our existing abilities, and that setbacks can be preludes to greater triumphs inshallah. I say that with the conviction of one of the greatest gifts that Allah swt has bestowed upon us through Islam, and that is our capacity to rise above adversity to achieve benefits for our community and for all society.

I wish you all a happy vacation as we recharge to advance on all fronts toward making AIAE, NSW schools amongst the best inshallah. May God bless you all.



THEME 1

A MESSAGE FROM SCHOOL'S CHAIRMAN DANNY MIKATI

Mr Danny MIKATI
Board Chairman

It is my esteemed honour and privilege to deliver the first message as chairman of the board at AIAE LTD - the NSW board governing Kellyville and Strathfield schools.

In our inaugural year our board has worked tirelessly to navigate the organisation into a new chapter of its journey.

I have had the pleasure of working with amazing individuals on this board with the vision of developing and expanding the AIA philosophy throughout the education sector.

We must firstly recognise and applaud the staff at both schools, who've done an incredible job in unprecedented times! Our principals, teachers and support staff who've endured constant challenges due to COVID-19, yet succeeded to ensure our students received the best possible education and nurturing. To all of the staff at Strathfield and Kellyville - We thank you.

To our parents and students, you are the foundation of our schools. Your resilience has been nothing short of inspirational. On behalf of the Board, I commend you for your commitment and express our deepest gratitude for your continued support. We look forward to a fresh start next year, God Willing, and hope for a pandemic- free education experience. We know that we have the right team to guide the students through any challenges, and we look forward to 2021. Best wishes to all our year 12 students graduating this year, we are sure you will make us all proud in your future endeavours.

Have a joyous and safe holiday period, this is one year we've all definitely earned a break!

Mr Danny MIKATI



THEME 1

MESSAGE FROM HEAD OF CAMPUS

MRS MAFFAZ AL SAFI

Ms Maffaz Al-Safi
School Principal – AIA Strathfield

Dear Students, Parents & Friends

Assalamu Alaykoum Wb

The 2020 Academic year has brought us different kinds of challenges for which there was no precedent. COVID-19 has forced us to reconsider modes of education delivery and to respond sensibly and in a measured manner. It has imposed on us a renewed focus on emerging pedagogies that support the development of remote learning, virtual learning and on-line communication. The skillsets and mindset that support young people to adapt to this approach has to be developed and evaluated, as we carefully structure an effective plan for the future. AIA is very pleased to have successfully accomplished this task without any major impediment. This is largely due to the fact that we introduced our e-learning strategy - to develop an educationally efficient platform for teaching, in 2013. The exponential technologies are currently contributing to this shift in education and increasing the learning happening through blended, hybrid or fully virtual learning environments. We have to nurture our students' minds as new technologies become mainstreamed. We can also leverage our own creativity as educators to support the development of a student's key capabilities, to help our learners become future-fit. This year has certainly provided us all with the opportunity to reconsider, and evaluate the way we have worked in the past; to analyse the impact of our current actions and to focus on innovations that lead improvement. As we are all well aware, our capacity as educators to learn about the impact of our decisions and actions, sits at the heart of the reforms we seek to introduce. Our priority must always be to enhance the effectiveness of our profession and ultimately the lives of young people we serve.

Our 2020 experiences have certainly highlighted the critical role of educators as we have sought to ensure all students remain connected and safe. Our teachers evolve as fast as technology does, by adopting an open mind and awareness on rapidly-developing technologies and their potential application within the classroom, our teachers have become future-ready for the 21st century.

The student's Community and Service experiences are an essential practice in our school. Students participate in these programs, not just by dealing and caring for others, but to test their resolve and survival mechanisms. It also helps them to apply themselves while gaining valuable life lessons. AIA values flexibility in education, as most learning today does not take place inside classrooms or strictly from text-books. Technology has an increasingly strong influence on what and how students learn. Rather than students having a narrow minded approach to the

world, which is transient in nature, Community and Service activities allow them to imagine their life way beyond their schooling years.

At AIA we believe in the holistic development of the student. We endeavour to ensure that all students are equipped with an understanding of life beyond the school yard and the ability to cope with difficult and challenging situations as they may arise. Of course in these circumstances it is the parent's immediate instinct to intervene and protect however, intervention can encourage uncertainty in any difficult situations and it can also limit the ability to learn from mistakes and to problem-solve. If we are successful in this endeavour, balance and contentment can be realised and achieved. Contentment is a much more robust concept than happiness as it is not dependent on emotions, or even circumstances or a moment, but on a strong sense of self, purpose and meaning – attributes that sustain one through adversity.

We focus on encouraging our students to have the virtues of patience, perseverance and to recognise signs of procrastination and to avoid it. It is a lot of hard-work for both parties; the school and students to achieve these goals. Every successful member in any society has acquired these attributes in order to be an achiever.

This is clearly demonstrated in the life of our beloved Prophet ﷺ in the Seerah and mentioned numerous times in the Quran.

Planting the seeds of persistence, resilience and perseverance in our students is a privilege and a challenge we proudly accept.

Ms Maffaz Al-Safi



THEME AREA 1

MESSAGE FROM DEPUTY PRINCIPAL: DR NAHLA EL GHAZAWI

Dr Nahla El Ghazawi
Deputy Principal

At AIA we strive to provide our students the highest quality of education to help our students grow into well balanced and unique individuals who can contribute positively to the Australian community. 2020 was a year of considerable change for AIA and presented new challenges. Covid-19 was a real test of strength of all communities worldwide and all the circumstances that followed such as; remote learning, students being at home, teachers at school without students and social distancing. The school sought to manage these changes seamlessly and maintained its culture of effective communication and a supportive learning environment for our students. In doing so, we were able to successfully implement a new remote learning system during that time. I believe that the positive attitude of our staff, students and parents at AIA made this process easier. In recent days, staff and students, with the help of our lovely parents, have collaborated and successfully returned to normal schedule of classes. Despite the challenges we faced this year, we continue to persevere on our journey of growth and progress, driving our school forward. I look forward to building the future of our students together as we support one another. May Allah make the future better than the past and the present.

Dr Nahla El Ghazawi



THEME AREA 1

MESSAGE FROM SCHOOL CHAPLAIN: MR RIAN WIRAMIHARDJA

Rian Wiramihardja **School Chaplain**

This year has been an incredibly challenging one for our students. During these turbulent times, it is key that we help our young people navigate through this, using the Qur'an and Sunnah as our guide. Amongst the requisite tasks of an Islamic School is to build confident Islamic personalities who will lead the Ummah into the future. A careful reading of the prophetic biography (seerah) shows that many of the companions e.g. Mus'ab bin 'Umayr to Anas bin Malik, were in fact young youth who were confident in their Islam and therefore, made positive contributions to the world.

The youth of today are in dire need of replicating this model. At Australian International Academy, students are involved in a variety of different activities which are aimed at building confident Islamic personalities. Amongst these are Islamic Studies lessons that are designed to provide correct Islamic education (tarbiyyah) which encompasses both theoretical as well as practical lessons from the Quran and Sunnah.

Weekly sermons (khutab) are given which focus on key concepts that are important to their development. Some of the concepts covered include: knowing your purpose in life, brotherhood and sisterhood in Islam and snapshots from the seerah.

To complement this, students are also required to participate in extracurricular activities which are aimed at further building their Islamic personalities. This year students were involved in a variety of different initiatives including a collection drive for the homeless in collaboration with Brothers in Need, guest speaker series which included a number of different community leaders and other initiatives.

We ask Allah (swt) to make our students from His sincere and righteous servants, confident in their Islam and leading the Ummah to a brighter future in sha Allah.

And it is Allah who grants Tawfiq.

Mr. Rian Wiramihardja

THEME 2

CONTEXTUAL INFORMATION ABOUT THE SCHOOL & CHARACTERISTICS OF THE STUDENT BODY

AIA is an IB World Islamic School governed by an Academy Board. 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 Sydney, NSW Schools.



ABOUT THE ACADEMY:

ACADEMY HISTORY

AIA was founded to cater for the needs of Muslim students in Sydney, NSW and was first established in 2006 with our Strathfield Campus. In 2014, AIA opened a new branch of the school with our Kellyville Campus.

The Sydney schools were an expansion of the foundational Australian International Academy, which was established as the first school in Australia tailored to the needs of Muslim students in Coburg, Melbourne in 1983.

The Australian International Academy (AIA) is an equal opportunity educational institution dedicated to the provision of high quality education for students from Kindergarten to Year 12 in Australia.

AIA's educational programme is well balanced between the Australian Curriculum and an Islamic environment. Our students are taught to be proud of their cultural identity and while the basic language of instruction for all subjects is English, the Arabic language and Religious Studies are taught at all levels, and

all students are required to study a second language. The teaching and learning programmes are centrally monitored to ensure they are of the highest quality whilst being presented firmly within a culturally sensitive perspective.

The Tradition of Excellence. Alhamdulillah, the Academy has maintained its Tradition of Excellence throughout the years. **AIA Strathfield School** has been a leading Academic IB & HSC School throughout the years, despite the small classroom sizes and restrictive buildings. We look forward to continued success for the school and a bright future for its graduates.

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 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 2 campuses in Sydney, NSW- namely Sydney Strathfield Campus & Sydney Kellyville.

AIA Strathfield school students come from at least 21 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 Academy enrolment had 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.

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.

Year 7 & 8 Geography & Form Classes "Build a Water Well" initiative was a Service as Action project undertaken by students as a result of their Water in the World - Geography studies in semester 2. Students were made aware of the many countries that do not have ready access to water and they were excited and motivated to raise money to help AusRelief in their efforts to build wells for communities in Bangladesh, Cambodia, Lebanon, and Nigeria. Students ran a competition to "guess the lollies in the jar" and conducted a "Bake Sale" to achieve their goal. Their efforts raised \$1435.00 which is enough for 2 water wells! Congratulations everybody involved, what a fantastic result!

News from Resource Centre/Library

Since the start of the Pandemic, Library staff had to develop different methods of service delivery to ensure our students could gain access to the books and other resources they need.

It is our daily challenge, to keep all the library resources clean and to ensure that it remains virus free and safe for both the students and staff. Accordingly, new work procedures and actions were prioritised, to ensure a comprehensive cleaning and disinfecting regime of all resources facilitated a Covid-free, safe environment. Students also play an important part in this process by cleaning and sanitising their hands before entering the library.

Library Learning & Activities Programs for 2020 included the following:

*As a result of the new mandated health regulations, our regular visit to the State Library with year 12 students was replaced with an online session. Students learned how to research and navigate through the various online platforms to gain access to the information they needed. *The majority of AIA students from K-9 completed 2020 Premier's Reading Challenge.

*Our library participated in the global campaign for the World Refugee Day to reflect on the causes which force people to flee their homes and seek safety in other countries through various activities.

*Scholastic Literacy Pro Library is implemented first time this year. It is a browser-based eBook reader for students from Year 4-9.

*Students continue to enjoy the love of reading in various ways, e-books, student's wish list, book club etc.

*Lunchtime is an energising and relaxing session, where students enjoy playing their favourite games or reading their chosen books.

Basima Ammar & Nahid Hasan,

THEME 3 *Not Required This Year*

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

THEME 4

RESULTS OF THE HIGHER SCHOOL CERTIFICATE & THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT

HSC / IB YEAR 12 RESULTS

Higher School Certificate Results (HSC) – 2020

The retention rate of students staying from year 10, 2018 to that remaining in year 12, 2020 is 86%.

Year 12 attaining a certificate / VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2020	HSC / IBDP	100%
2020	VET qualification	0%

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

School VS State Mean (18 Students)

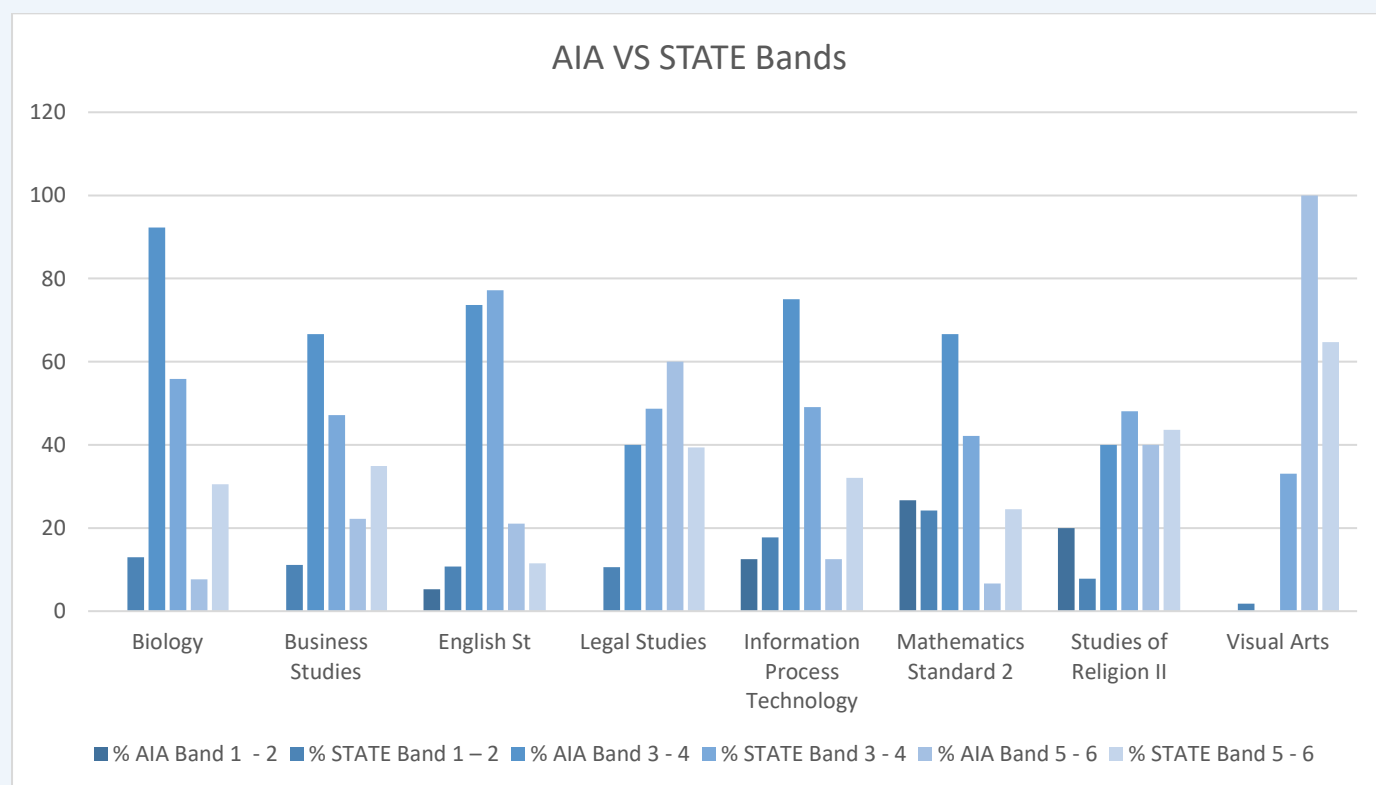
COURSE	Number of Students	State Mean	School Mean	Variation
Biology	13	72.39	67.46	- 4.93
Business Studies	18	71.99	75.32	3.33
English Standard	19	69.93	75.18	5.25
Legal Studies	10	74.97	79.74	4.77
Information Process Technology	8	70.97	70.35	- 0.62
Mathematics Standard 2	15	68.40	63.55	- 4.85
Studies of Religion II	5	75.50	73.88	- 1.62
Visual Arts	7	81.02	87.80	6.78

2020 HSC Results - % AIA compared to State

	% AIA Band 1 - 2	% STATE Band 1 – 2	% AIA Band 3 - 4	% STATE Band 3 - 4	% AIA Band 5 - 6	% STATE Band 5 - 6
Biology	0	12.97	92.3	55.887	7.69	30.54
Business Studies	0	11.11	66.66	47.13	22.22	34.91
English St	5.26	10.73	73.67	77.2	21.04	11.49
Legal Studies	0	10.6	40	48.7	60	39.4
Information Process Technology	12.5	17.73	75	49.06	12.5	32.1
Mathematics Standard 2	26.66	24.24	66.66	42.16	6.66	24.5
Studies of Religion II	20	7.78	40	48.1	40	43.64
Visual Arts	0	1.78	0	33.03	100	64.73

Baccalaureate (IB) Results

The information below



Results of the Higher School Certificate

2020 University Entry

We had 25 students in year 12, 18 students sit for the HSC and 7 sit for the IBDP in 2020. 100% of the 2020 HSC and IB students had commenced tertiary courses at the start of 2020. 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, Teaching, 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 31 students in Year 10 in 2020, 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.

Minimum Standard Online Tests

The assessment Certification and Examination (ACE) entry for Minimum standard online tests (ACE 4062) in 2020 has successfully been completed. All students from year 10, 11 and 12 have completed the three components of the test successfully. Only one student from Year 10 is yet to complete the writing component of the test.

Visual Art Achievement

ARTEXPRESS is an annual exhibition of exemplary artworks created by New South Wales visual arts students for the Higher School Certificate examination. The exhibition of these outstanding artworks is held in the Art Gallery of NSW and other culturally significant locations. Mustafa Ismail (year 12 HSC) managed to complete successfully his body of work in art, which was titled as **Expedition X** in a form of Sculpture.

Concept: My artwork explores Beuys'ian ideas about departure from contemporary dystopian circumstance.

Through the homogenisation of form and evacuation of extraneous detail there is no impediment to viewer contemplations regarding society's contemporary circumstance and its penchant for prosaicisms, antipathy and self-destruction.

*3D printed forms & upcycled objects



- This work is constructed using the dot painting techniques developed in Year 8, however Fatima has utilised an Islamic motif for her highly detailed composition.





THEME 5

A SUMMARY OF PROFESSIONAL LEARNING UNDERTAKEN BY TEACHERS, ACCREDITATION STATUS OF ALL TEACHING STAFF & SUMMARY OF QUALIFICATIONS OF TEACHING STAFF

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

In 2020 and due to COVID all teaching and non-teaching staff participated in professional learning activities, mainly by completing various online modules in different areas of curriculum, child protection, governance etc. as well as weekly on campus workshops. Divided loosely into categories they included:

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 was 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.

Four teachers

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:

A two-hour PD block every week (Tuesday) where staff, guest speakers and professionals share their expertise, knowledge and ideas with staff. 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 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.

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). Curriculum Days and pupil-free days.

Level of Accreditation	Number of Teachers
New Scheme Teachers : Provisional	15* (Provisional & Conditional)
Proficient	30*
Highly Accomplished	0
Lead Teacher	0

**Including the teachers on maternity leave.*

Teachers Qualification

All teaching staff have qualifications in education and are all registered members of the NSW Educational Standards Authority (NESA).

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.

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	45
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	0
iii Not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

THEME 6

WORK FORCE COMPOSITION

Activity Category	Primary only HC	Secondary only HC	Primary & Secondary HC	Primary only FTE	Secondary only FTE	TOTAL	
						HC	FTE
Teaching (Non-Indigenous)	16	25	2	17	24.8	43	41.8
Teaching (Indigenous)	0	0	0	0	0	0	0
Non-Teaching (Non-Indigenous)	0	0	17	7.7	7.7	17	15.4
Non-Teaching (Indigenous)	0	0	0	0	0	0	0

THEME 7

STUDENT ATTENDANCE, MANAGEMENT OF NON ATTENDANCE & RETENTION OF YEAR 10 TO 12 & POST-SCHOOL DESTINATIONS

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

Year Level	2018	2019	2020
Primary (K - 6)	92.1%	88.3%	89.32%
Secondary (7-12)	93.4%	88.0%	88.13%

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.

Attendance Rate

	2018	2019	2020
Year Level	Attendance Rate Term 1 – 4	Attendance Rate Term 1 – 4	Attendance Rate Term 1 – 4
Kinder	92.8%	87.5%	89.45
year 1	90.7%	90.6%	90.74
year 2	91.0%	87.3%	85.8
year 3	92.2%	88.7%	88.64
year 4	91.7%	87.9%	89.64
year 5	92.2%	87.7%	91.4
year 6	94.1%	89.2%	89.6
year 7	92.6%	56.9%	91.0
year 8	95.2%	89.8%	87.86
year 9	92.8%	89%	88.11
year 10	93.2%	87%	86.74
year 11	93.0%	86.7%	87.9
year 12	93.37%	88.6%	87.16

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:

It is the responsibility of all students to be in classes on time during the day.

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. 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.

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.

Year 12 teachers must report student lateness or absences from classes to the Year 12 Coordinator on a daily basis for an immediate action.

Subject teachers and Form Teachers are accountable to the Campus Head for the implementation of the above policy.

BREACH OF ATTENDANCE & PUNCTUALITY RULES

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.

If possible, warning should be given to those students and their parents who approached the maximum limit.

If student absences exceed the limit as set out in the Academy Policy, Form Teachers must act immediately. 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.

Coordinators must not disqualify students on the ground of absences without the Campus Head's approval. 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. Furthermore, 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:

The School Year is divided into Two Semesters (Four Terms).

All students are required to attend the school regularly from the first day to the last day of each semester.

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.

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.

Students may disqualify themselves from completing a particular course by failing to observe the Academy policy in relation to attendance.

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.

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.

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.

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.

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.

STUDENT ABSENCES

1. Students are required to supply a written note signed by a parent explaining any absence from school immediately upon return.
2. In addition, a phone call should be directed to the School Office concerning **any absence longer than two (2) days**.
3. Senior School Students (Years 10 – 12) are not to exceed the Academy policy regarding absences, i.e. 5 days per semester.

SHORT/LONG TERM LEAVE AND OVERSEAS TRAVEL

1. Students intending to travel overseas during the academic year must seek approval from the Academy. All such travel days are regarded and recorded as absence(s).
2. Students applying for leave for 3-10 term days must complete a short term leave application. Students applying for leave for more than 10 term days must complete an Application for Extended Leave/travel form and provide the school with a copy of the Itinerary or flight tickets for student.
3. All Years 9 to 11 students, who continue to the following levels must attend the End of Year Induction Program.



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



AUSTRALIAN INTERNATIONAL ACADEMY

A Muslim School Established in 1983

Sydney, Strathfield Campus

420 Liverpool Rd, Strathfield 2135

Phone: 9642 0104 Fax: 9642 0106

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: _____



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Sydney, Strathfield Campus

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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 _____

Retention Rates Year 10 to Year 12

YEAR	AIA
2016 - 2018	72%
2017 - 2019	40%
2018 - 2020	86%

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.

Post School Destinations

We had **19** students sit for the Year 12 HSC and **6** students sit for the IB in 2020. 100% of the 2016 HSC and IB students had commenced tertiary courses at the start of 2021. 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 courses taken included: Bachelor of Cyber Bullying, Science, Bachelor of Business / Law, Bachelor of Nursing, Bachelor of Psychology, Bachelor of Science, Bachelor of Engineering, Bachelor of Finance/ Accounting, Bachelor of Business and Commerce, Bachelor of Social Work, Bachelor of Social Science, Bachelor of Information & Technology/ Laws, Bachelor of Science, Bachelor of Education.

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.

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.

After graduating, HSC students will no longer be required to attend school as they will be actively preparing for the Higher School Certificate exams.



Australian
International
Academy
KELLYVILLE CAMPUS

SHORT TERM LEAVE FORM

STUDENT DETAILS:

GIVEN NAME:

SURNAME:

YEAR LEVEL:

- 1.
- 2.
- 3.
- 4.

ADDRESS

SUBURB

POSTCODE

TELEPHONE

MOBILE

DATE OF LEAVE FROM:

/ /

TO:

/ /

REASON FOR LEAVE:

PLEASE NOTE: Short term leave for students must be approved in advance by the Academy Principal. If the leave is approved, payment of tuition fees for the leave period must be made before the departure date in order to preserve enrolment during the time of absence/leave.

Parent/Guardian Full Name

Parent/Guardian Signature

Date

Principal's Comments/Recommendations:

OFFICE USE ONLY

- ☐ Approved ☐ Not Approved
☐ Parents Notified via email.

FAMILY CODE:

Kellyville Campus

2 Foxall Rd, North Kellyville, NSW, 2155

Phone: (02) 8801-3100

email: admin@aiia.nsw.edu.au



Australian
International
Academy
KELLYVILLE CAMPUS

Application for Extended Leave Vacation/ Travel

NOTE: PART A is to be completed by the student's parent and returned to their child's school principal.

PART A: STUDENT DETAILS

Please complete table below with details of all students associated with the period of travel:

FAMILY NAME:	GIVEN NAME:	DOB:	AGE:	GRADE:	SRN:
1.					
2.					
3.					
4.					
5.					
6.					

STUDENT ADDRESS :

POSTCODE : SCHOOL NAME :

DATES OF EXTENDED LEAVE APPLIED FOR: FROM: / / TO: / /

NUMBER OF SCHOOL DAYS :

REASON FOR TRAVEL :

Relevant travel documentation such as an e-ticket or itinerary (in the case of non-flight bound travel within Australia only) must be attached to this application.

PART A: DETAILS OF PRIOR EXEMPTIONS/ EXTENDED LEAVE - VACATION/ TRAVEL (IF APPLICABLE)

DATE OF PRIOR EXEMPTION/EXTENDED LEAVE: FROM: / / TO: / /

NUMBER OF SCHOOL DAYS:

Copy of Certification of Exemption/Extended Leave - Travel attached (Please tick ☒)

YES ☐

NO ☒

THEME 8

ENROLMENT POLICY A& PREREQUISITES FOR CONTINUING ENROLMENT

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 Kindergarten 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 9 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/NESA 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. 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.

TERMINATION OF ENROLMENT

- 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.
- If the Academy Head NSW, or any person deputing for the Academy Head/Principal 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 Academy Head or deputy may exclude the student permanently or temporarily at their absolute discretion.
- If the Academy Head NSW, School Board 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 Head NSW, School Board 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.
- The school reserves the right to suspend or cancel the enrolment of a student for serious or continued breaches of school rules.
- 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.

THEME 9

SCHOOL POLICIES: WELFARE, ANTI- BULLYING, DISCIPLINE AND COMPLAINTS AND GRIEVANCES

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.

The Australian International Academy values the importance of facilitating a constructive learning environment. The comprehensive, experienced and professional team is composed of Form Teachers/Class-room Teacher, Subject Head of teaching & Learning, School Chaplains, School Counsellor, Deputy Principal and the Principal. The Academy goal is to ensure each student wellbeing has been achieved in order for the student to be a successful human being with reasonably possible social emotion feeling. 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 embedded into our school philosophy and every-day teaching and learning.

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. The Academy teaching & learning educational philosophy emphasises that one-size doesn't fit all, therefore differentiation in teaching complemented by different activities, camps, excursions, incursions and much more is our most efficient approach to achieve this goal.

The Student Management team including staff 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.

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.

THEME 10

PRIORITY AREAS FOR IMPROVEMENT

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. 2020 has been considered as a challenging year, where remote teaching was introduced due to COVID.

Our improvement plan for Strathfield Campus, where it is often considered as a journey of progress, development and improvement has achieved the most of our targeted factors. 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 2019 continued on throughout 2020. The modest achievements made in 2020 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:

Increased number of students achieving in the two higher bands in Reading in Years 3,5,7 and 9
Increased number of students achieving in the two higher bands in Writing in Years 3,5,7 and 9
Decreased percentage of students in Year 3, 5, 7 and 9 performing at or below National Minimum Standard
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

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 73% in the high school and above 81% in the primary

Staff Professional Development & Learning

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

Develop a common understanding of quality teaching and learning within their school

Receive constructive feedback on leadership and/or professional practice

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

Use Professional standards as a basis of their Professional discourse, reflecting on their practice, selecting professional learning and assessing their change in effectiveness

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. All students are to be congratulated for their efforts, diligence, and persistence to produce very impressive Personal Project pieces. Parents have made an effort visiting the Arts, Sciences, Design technology, Languages and Personal Project Exhibition at the end of the year which showcases the implausible 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.

In line with a national and international to foster and promote initiatives to engage all students in STEAM (Sciences, Technology, Engineering, Arts, and Mathematics) with the Science VALID tests, lego and robotics; and National Science Week activities and challenges.

THEME 11

ACTIONS PROMOTING RESPECT & 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 2020 promoting respect and responsibility:

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.

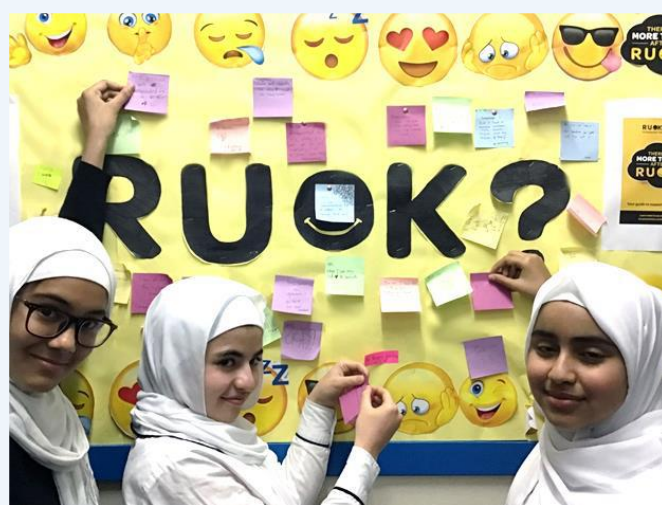
The focus of our Service As Action program this year was on "Collaboration". Students worked together with their form classes to create volunteer opportunities for causes such as AusRelief, Cancer Council, Parramatta Mission, Red Cross, Refugee Council of Australia, Starlight Foundation, Taronga Zoo 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 organizations they support.

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

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. RUOK? DAY was a day of great care & awareness. It raised awareness of mental illnesses and disorders. To mark this occasion, we put up a pin board asking Are You Ok? And provided sticky notes and pens for people to write down their thoughts, struggles and encouragements.



Due to this initiative we have seen an increase in awareness of these issues and people within the school community are becoming more confident to seek help.

Brothers in Need “Food Hamper Drive”



Year 10 students initiated this impressive Service as Action project to assist those who have been adversely effected by the Covid 19 pandemic. Many people, particularly the homeless and elderly have needed a little

extra help during these difficult times. The Year 10 boys and girls had an Islamic service and action task where we collaborated with 'Brothers in Need' in which the secondary students of AIA gathered goods and utensils such as; toiletry items, canned foods, water, women's items, that are used to support the homeless people all around Australia. The secondary students ended up gathering about 250 items worth of goods and utensils. The year 10 student placed the goods in bags evenly and loaded the bags into the Brother-in-Need van which filled up the van. The year 10 students enjoyed volunteering for the Brothers in Need and would hope to do it again. We all learnt that small actions have a big impact on other people's lives.

Service as Action Initiatives

Year 7 & 8 Geography & Form Classes "Build a Water Well" initiative was a Service as Action project undertaken by students as a result of their Water in the World - Geography studies in semester 2. Students were made aware of the many countries that do not have ready access to water and they were excited and motivated to raise money to help AusRelief in their efforts to build wells for communities in Bangladesh, Cambodia, Lebanon, and Nigeria. Students ran a competition to "guess the lollies in the jar" and conducted a "Bake Sale" to achieve their goal. Their efforts raised \$1435.00 which is enough for 2 water wells!

THEME 12

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.

STAFF SATISFACTION

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

PARENT SATISFACTION

Similarly our annual parent feedback surveys indicate a high level of satisfaction.

STUDENT SATISFACTION

Participation levels in the full range of student activities were exceptional at the Academy during the course of 2020, despite the challenges posed by COVID. Students were fully engaged in their academic programs, participated fully in numerous co-curricular activities and continued the strong focus on Community and Service activities. All students are provided with numerous opportunities to reflect on their learning and experiences at school, and the feedback from students have always been very positive and encouraging showing satisfaction and pride in their school.

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. 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 throughout the course of the day, at the beginning of the day and in every period.

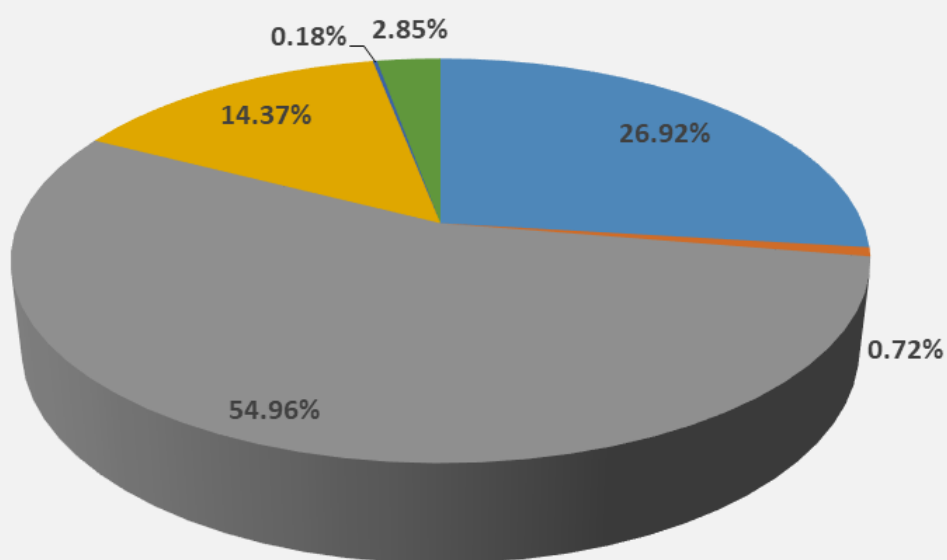
Teachers, parent and student are very familiar with the school attendance policy. Parents are regularly informed of the attendance policy during information nights. Office staff are in regular contact with parents after absences

THEME13

SUMMARY FINANCIAL INFORMATION

STRATHFIELD 2020 SOURCE OF FUND

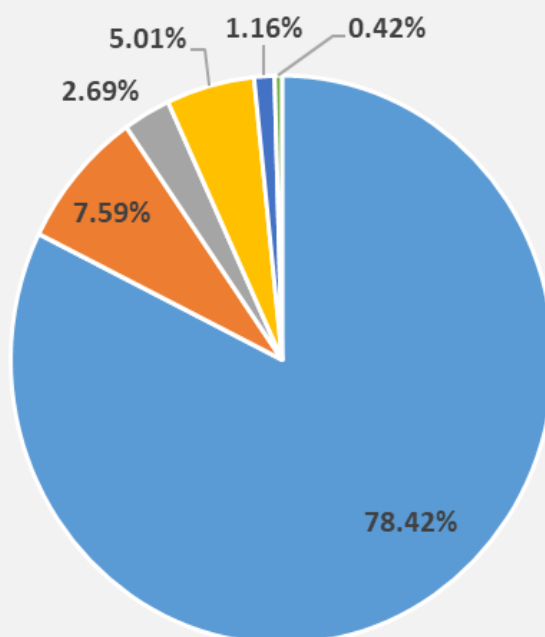
		2020	%AGE
COMPONENTS OF INCOME	Tuition Fees	2,193,179.00	26.92%
	Other Receipts From Students	58,437.00	0.72%
	Commonwealth Grant	4,477,816.00	54.96%
	State Grant	1,170,725.00	14.37%
	AIS Grant	15,035.00	0.18%
	Other Income	232,555.00	2.85%
	Total	8,147,765.00	100%



■ TUITION FEES	■ OTHER RECEIPTS FROM STUDENTS
■ COMMONWEALTH GRANT	■ STATE GRANT
■ AIS GRANT	■ OTHER INCOME

STRATHFIELD 2020 APPLICATION OF FUND

		2020	%AGE
COMPONENTS OF COST	Employee Benefits Expense	6,311,324	78.42%
	Depreciation And Amortisation Expense	611,144	7.59%
	Teaching And School Activities Expenses	216,505	2.69%
	Administration Expenses	402,875	5.01%
	Occupancy Expenses	93,471	1.16%
	Other Expenses	33,594	0.42%
	Interest Expense	379,451	4.71%
	Total	8,048,364	100.00%



- Employee benefits expense
- Depreciation and amortisation expense
- Teaching and school activities expenses
- Administration expenses
- Occupancy expenses
- Other expenses

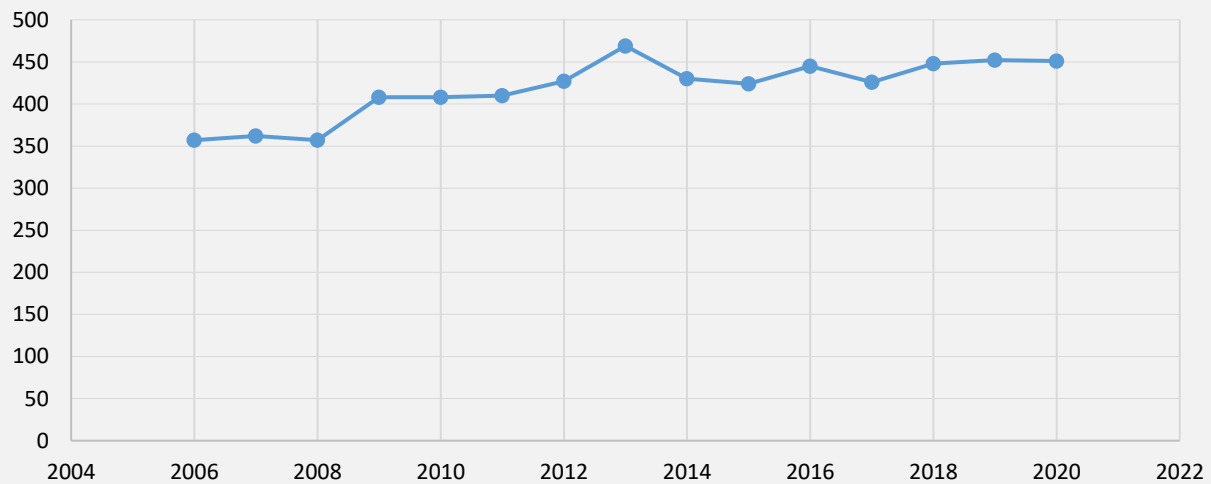
Strathfield School**Statement of Profit or Loss and Other Comprehensive Income**

	2020	2019
Revenue and other income		
Gross tuition fees	2,193,179.00	2,137,095.00
Commonwealth grants	4,477,816.00	4,185,342.00
State government grants and other grants	1,170,525.00	1,132,878.00
AIS Grant	15,053.00	15,357.00
Other receipts from students	58,437.00	51,272.00
Other income	232,555.00	70,955.00
Total income	<u>8,147,565.00</u>	<u>7,592,899.00</u>
Expenses		
Employee benefits expense	6,311,324.00	6,052,467.00
Depreciation and amortisation expense	611,144.00	616,822.00
Teaching and school activities expenses	216,505.00	285,038.00
Administration expenses	402,875.00	411,166.00
Occupancy expenses	93,471.00	60,013.00
Other expenses	33,594.00	-
Interest expenses	379,451.00	359,712.00
	<u>8,048,364.00</u>	<u>7,785,218.00</u>
Surplus for the year	99,201.00 -	192,319.00
Other comprehensive income for the year	-	-
Total comprehensive loss / (income) for the year	<u>99,201.00 -</u>	<u>192,319.00</u>

AIA Strathfield Enrolment Numbers

Year	Total	%age
2006	357	N/A
2007	362	1.40%
2008	357	-1.38%
2009	408	14.29%
2010	408	0.00%
2011	410	0.49%
2012	427	4.15%
2013	469	9.84%
2014	430	-8.32%
2015	424	-1.40%
2016	445	4.95%
2017	426	-4.27%
2018	448	5.16%
2019	452	0.89%
2020	451	-0.22%

Strathfield Growth Chart from 2006 - 2020



The End!