



AUSTRALIAN INTERNATIONAL ACADEMY

STRATHFIELD 2021 ANNUAL EDUCATIONAL & FINANCIAL REPORT



Advancement
Determination
Faith

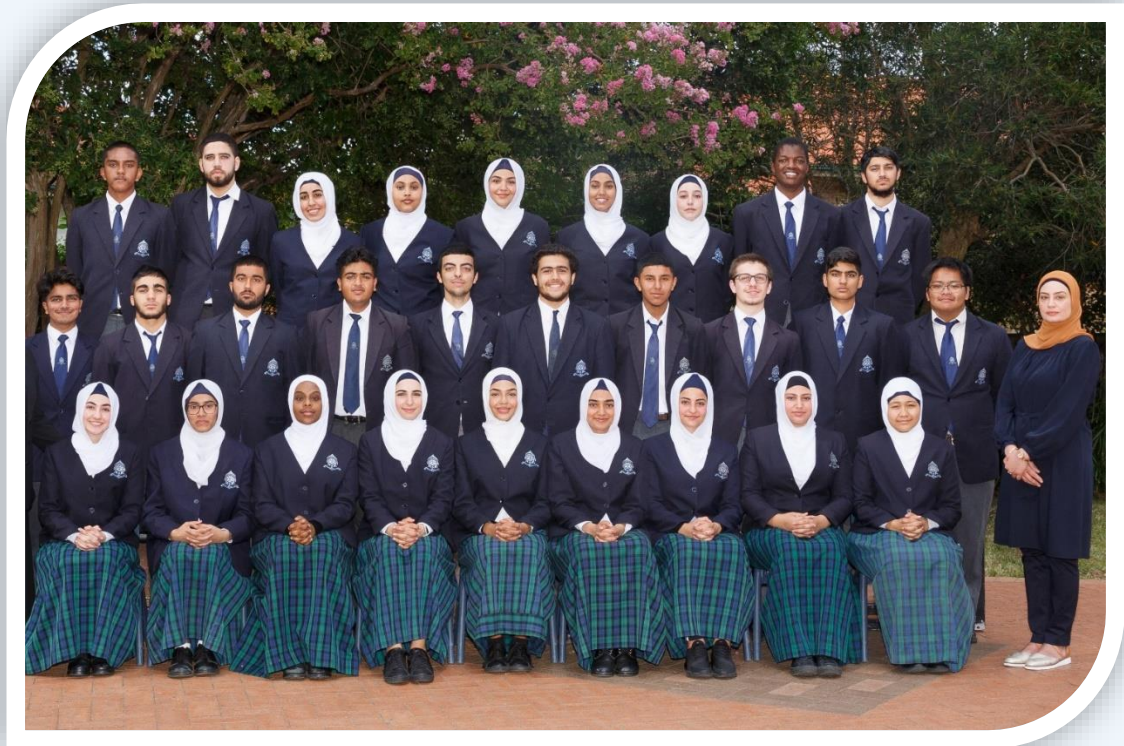
AIA Vision Statement

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

CLASS OF 2021



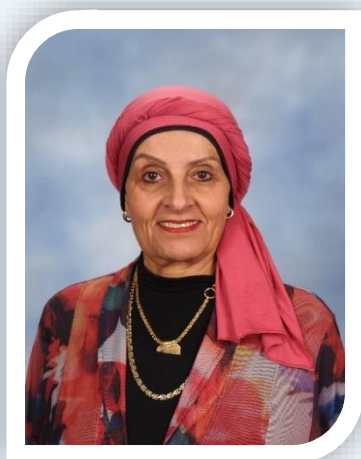
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REPORTING AREA 1

MESSAGES FROM KEY SCHOOL BODIES

Academy Head, NSW
Kellyville Principal,
Mrs Mona ABDEL-FATTAH



The year 2021 started with the usual excitement of a new year and orientation of staff, students and parents but by the end of term 2 it was obvious the world was about to change as NSW Government, Health and the Education Department responded to the spread of the COVID-19 pandemic. Although these changes and responses involved some pretty tumultuous ups and downs for most of us, we at AIA schools can say that we have sailed through these storms quite successfully and with many gains. Being locked down and running online remote teaching and learning for almost two terms has been quite onerous in many ways however staff at AIA schools, with their professionalism, dedication and commitment, had the inner reserves to handle these situations brilliantly.

Ensuring the safety of students, staff and parents was a daily issue, and I can honestly say, I have lost count of how many meetings and discussions we have had to ensure a balanced and compliant approach and arrangements. We learnt to adjust to changing announcements and regulations in a lockdown which went from weeks to months, supporting our students, supporting each other and supporting our parents. We have managed that in a remarkable way.

Throughout 2021 AIA schools have been the embodiment of the IB Learner profile characteristics and IB Attitudes.

Creativity and Being Balanced flourished in lockdown with Online cooking classes, which made home cooking and baking grow in popularity amongst our students and staff. With gyms, sporting clubs and even restrictions on outdoor exercising, our online exercise routines were a welcome activity to keep us fit and balanced. The Art Department had its fair share of bringing out students artistic and creative talents and the students produced

some wonderful work which can be seen throughout our annual magazine and displayed on our schools' walls.

Communication and Appreciation were of vital importance to ensure we stay connected with students, parents and with each other as staff. We managed this successfully with an adjusted timetable and rostered working from home arrangements that ensured daily connection with our students through seesaw, ManageBac, Edmodo, year level assemblies and through daily and weekly Google Meets and Check in Sessions. Staff stayed connected via Zoom and Google Meets for regular briefings, meetings, collaboration sessions, planning and preparation.

Commitment, Knowledgeable, Inquirers, Thinkers were all hallmarks of 2021 online remote learning as staff offered excellent opportunities of teaching and learning remotely, and students focused on their studies and doing their best, despite the many challenges of Zoom fatigue and the constant worrying about the safety and health of loved ones. We are very proud of and grateful to our staff and students' achievements and engagement in learning, and our parents support and patience.

Caring, Principled, Appreciation and Empathy were all evident throughout lockdown with students and staff flourishing despite adversity. Our well-Being sessions and activities, our weekly Juma Khutba and daily duas supported students and staff and offered them opportunities to reflect on the importance of our Deen in our lives, of character, resilience and of pursuing ones passion and overcoming setbacks and of looking after ourselves and each other. Staff and students were encouraged to show gratitude and appreciation through words and actions of kindness and encouragement which were most welcomed. Staff made up care packages containing herbal tea, chocolates, puzzles, pens, notepads, hand sanitisers to cheer up each student in our school community and let them know we are here for them.

For us at AIA schools, 2021 has been a year that reminds us how precious and special our schools are, how wonderful the calibre of our staff, students and parents and how important it is that we continue to offer the full benefits of our Academy life to our current and future generations of students.

I congratulate all our 2021 Year 12 students and commend them on their excellent results. All our students have been accepted in universities to study the courses of their choice. We 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 the 2021 academic year and set an ambitious agenda for the next, I wish to extend my sincerest gratitude to our highly dedicated, professional and committed staff, teaching and non-teaching, for their care, compassion and endless support and hard work, and for the fine education they provide at AIA schools. I wish to also extend a special thanks to our community and all those who have contributed to the life of our Academy this year-students, alumni, and all AIA'S friends and partners.

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.**



Academy Board Chairman's Message

Dr Ihab El Sokari



The last two years have seen significant changes within the Australian International Academy (AIA). In March 2021, Kellyville school land was transferred to the AIA Ltd in what is a significant milestone in achieving compliance with the Department of Education and Training (DET). This marks our complete separation from the AIA Inc which continues to oversee school operations in its Melbourne campuses. I would like to extend our gratitude to the board of AIA Inc for their help in achieving this significant milestone.

The journey of AIA started in 1983 with the tireless efforts of many sincere Muslims under the guidance of Mr. Salah Salman, the former board chair and Academy Director General. What started with 63 students in 1983, continued to grow with the will of Allah swt to become a leading Islamic school with thousands of students across 6 campuses in Australia and overseas. As our school receives state and commonwealth funding, it became necessary to separate our campuses in Sydney and Melbourne to comply with the funding conditions. This process started in late 2019 and was finalized early 2021 alhamdulillah.

As part of this process, a new school board was formed in early 2020. I would like to sincerely thank the previous board for their vision and dedication with special thanks to Dr Adnan Abdelfattah. Without Dr Adnan's efforts, our Kellyville campus probably wouldn't have existed today. I would also like to thank our previous board chair, Mr. Danni Mikati for leading the board and the school through a difficult time in 2020. As a parent of 3 children in the school, it is my honor and privilege to lead a board of dedicated Australian Muslims that volunteer their time and effort for the advancement of our school.

Currently, AIAE Ltd oversees the operations of our two campuses in Sydney, Strathfield, and Kellyville. With over 1000 students across both campuses, the school has seen continuous and steady growth over the last few years under the leadership of Ms Mona Abdel-fattah the Academy Head and Kellyville campus principal.

Our student numbers are currently limited only by our capacity to accommodate more students. In April, we received council approval to increase the capacity of our Strathfield campus from 450 to 500 students. A much-needed expansion to allow us to educate more children to become proud Australian Muslims that positively contribute to their country, Australia.

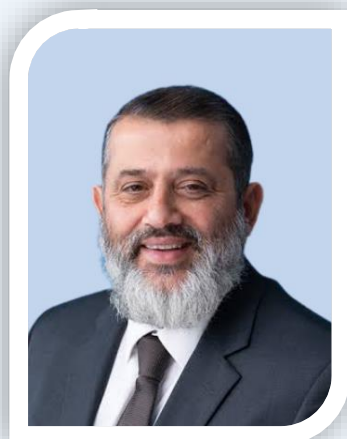
Our Kellyville campus has 3 stages completed out of the originally planned 6 stages. One of the main priorities of the current board is to continue to develop our Kellyville campus to its

full potential inshallah. Obviously, our main limitation in achieving this is funding. I would like to draw the attention of our school community to our Australian International Academy building fund. All donations to the building fund are tax deductible and would allow us to continue our capital work inshallah. We are also seeking several government grants and we will organize fund raising events to continue our capital work once COVID restrictions are lifted inshallah.

The last two years have been unprecedented with the pandemic of COVID 19 spreading across the world and in Australia. This has faced all of us with many challenges but has faced the schools with a particularly difficult challenge of continuing to educate our children with many surrounding uncertainties. I would like to sincerely thank our staff and teachers for an outstanding job in not only educating the children but also maintaining their physical and mental well-being in such difficult times. I would like to commend our parents on their exemplary resilience in these tough times and the ongoing compliance with the public health order. Inshallah the month of October will see the staggered return to school and with increasing vaccination rates, hopefully there will be no more lockdowns.

I would like to thank all our parents, students, staff, and teachers for the ongoing support for the school. The board is committed to ongoing engagement with the school community and soon inshallah we will be inviting all our parents to provide feedback about their experience in the school, so I urge you all to take the time to provide such feedback.

REPORTING AREA 1 MESSAGE FROM SCHOOL PRINCIPAL MR WALID ALI



Assalamu Alaikum wa rahmatullahi wa barakatuh

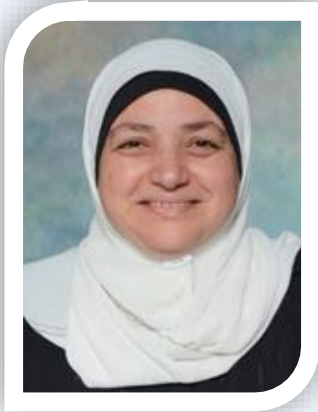
I am honoured to be leading the AIA Strathfield campus in 2022 and I look forward to continuing the good work of my predecessors and in advancing the reputation of the Australian International Academy of Education as a leading provider of quality faith-based education for the Muslim Students in Sydney.

Once again, the 2021 Academic year was severely disrupted by the continuing challenges of COVID-19 and in particular the outbreak of the delta strain and other COVID-19 variants, forcing schools around the State and Country to continue with online learning and limited face to face time. These unprecedented challenges meant that for a second consecutive year the Academy had to reconsider its mode of education delivery and to respond in a timely, responsible, and proportioned manner.

At AIA we embraced these challenges with a strong sense of tenacity, commitment and innovation that has allowed the Academy to successfully deliver the best possible learning opportunities for students across K to 12, through the Academy's online platforms. While this strategy was not unique to AIA, the creativity and commitment of our teachers and staff was the defining reason for our success. The challenges also brought with them opportunities for teachers to further enhance their skill and pedagogy as 21st Century educators. The fruits of the school's effort came to bear with the Academy registering its most successful Year 12 HSC and IB DP cohort results since commencing operation in 2006.

No doubt many more years of success awaits the AIA school community as we continue to strive to provide the very best-balanced educational experience for our students.

REPORTNG AREA 1 MESSAGE FROM DEPUTY PRINCIPAL: DR NAHLA EL GHAZAWI



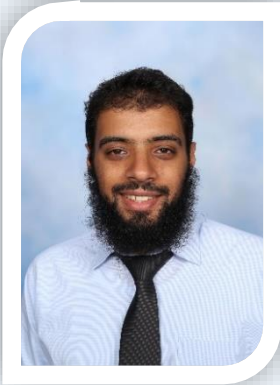
At AIA we strive to provide our students the highest quality of education to help our students grow into well balanced and unique individuals who can contribute positively to the Australian community. 2021 was a year of considerable change for AIA and presented new challenges. Covid-19 was once again 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. Despite the challenges we faced again 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 (SWT) make the future better than the past and the present.

Dr Nahla El Ghazawi
Deputy Principal

REPORTNG AREA 1 MESSAGE FROM SCHOOL CHAPLAIN: MR SAMI PORTELLI

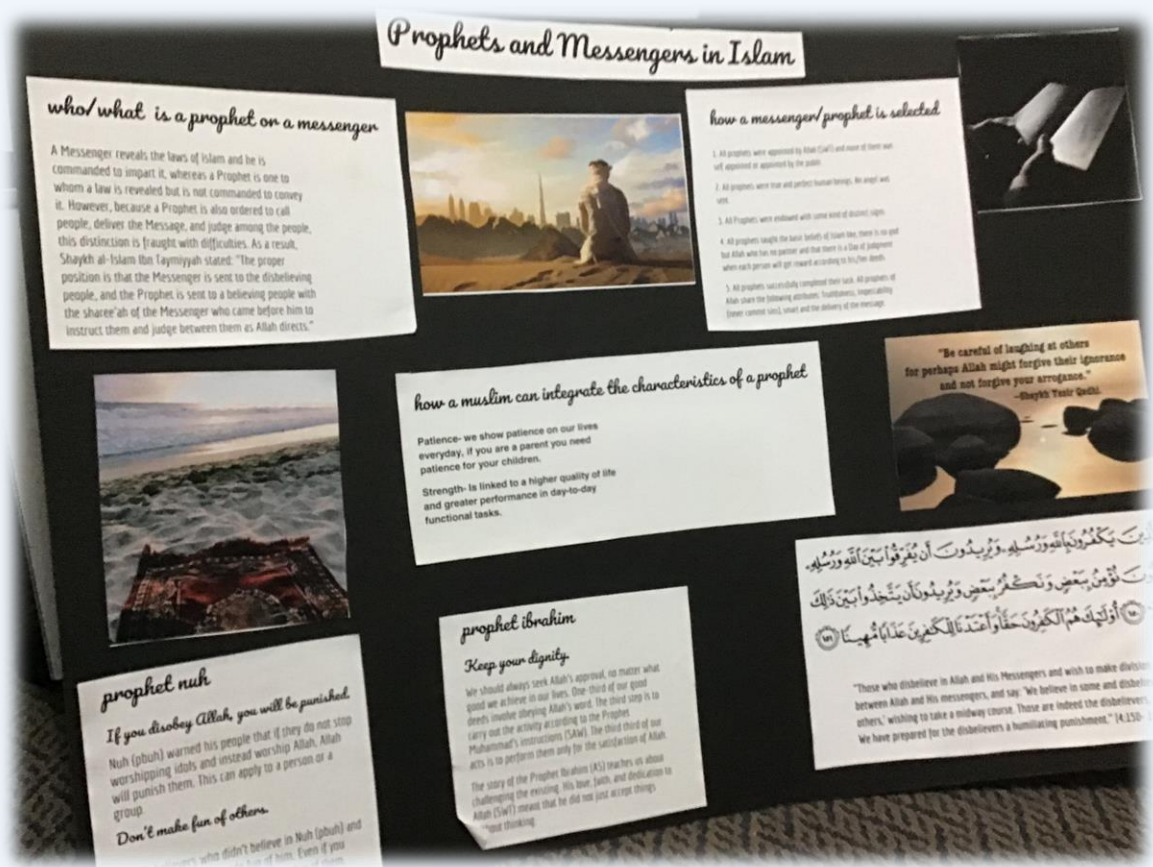
Verily with hardship comes ease.” (Quran: 94:6)



With the difficulties and challenges, we have faced this year; we turn to Allah in repentance and renewed strength and look forward to the fruition of His promise - that with hardship comes ease. There is a saying that the stronger the wind blows, the stronger the trees grow. We have witnessed this in the strength of our youth during these difficult times. It is of paramount importance however that we continue to nurture our children and youth so that they may continue to grow regardless of the difficulties we may face.

At Australian International Academy, our students are provided a variety of lessons and experiences which are aimed at building knowledgeable and confident Islamic personalities. Paramount amongst these are lessons focusing on their memorisation and understanding of The Quran and learning about the life and times of The Messenger (ﷺ). But even trips outside of the school to both mosques and graveyards alike provide for building a strong mental fortitude and providing our youth with a clear picture of a Muslims purpose in life.

Many of the youth today are struggling with the Muslim identity, or lack thereof. Being cut off from the Islamic history of the best of mankind, has made them feel isolated in a world where holding on to your religion is like holding on to a hot coal. At The Australian International Academy, we are striving to provide our youth with that missing link. A link to the past that will help them see their future clearly. We have been striving to teach our children about the history of The Prophets, The Rightly Guided Kalifs and The Sahabah, thereby giving our students Islamic personalities they can take as role models, allowing them to learn about the guidance and achievements of their ancestry and what they in turn are capable of.



At Australian International Academy we strive to provide a complete Islamic environment helping our students live and feel the life of their religion each day. Daily prayers are held at the school with weekly sermons given each Friday. The concepts covered in the sermons are designed to be relevant to the students and reflective of modern-day issues and challenges. These also include topics which arise throughout the year such as Ramadan, the status of women in Islam, brotherhood; sisterhood, and snapshots from the biography of The Prophet (ﷺ).

We ask Allah to make ourselves and 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 alone who grants success.

Sami Portelli
School Chaplain

REPORTING AREA 2

CONTEXTUAL INFORMATION ABOUT THE SCHOOL

AIAE Strathfield 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

The Australian International Academy of Education, formerly known as The Australian International Academy (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 2013, the then AIA opened a new branch of the school in Kellyville.

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 of Education Strathfield 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.** 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 Primary Years Programme (IBPYP) for Kindergarten to Year 6, the Middle Years Program (IB MYP) for Junior High School students Years 7 to 10, 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. AIA Strathfield Campus, students come from at least 24 different ethnic backgrounds, with the majority having been born in Australia. Although they are first- and second-generation Australian Muslims, the majority of our students are from backgrounds where English is a second language and/or where English is not spoken in the home. The school enrolments for 2021 number are 474. Students attending the School are from 65 different suburbs around Sydney.

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 of Education. 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 Academy 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 realise that there is a set of core values which form a common bedrock on which to build our lives.

Student Welfare

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

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

Co-Curricular Programme

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

In 2021 we entered the ISDA Competition and we registered three teams; Year 7 and 8 team, Year 9 and 10 and Year 12 Team. Our Year 7 and 8 and Year 9 and 10 teams made it to finals and were runners up while our Year 12 Team won the competition. Our topics ranged from education, sports, media, pop culture, law and order; giving our students many opportunities for critical and creative thinking.

Almost all the debates were run online due to Covid lockdowns and restrictions; which was another challenge the students rose up to.



Other extra and co-curricular program undertaken in 2021 include:

- **“Secondary Numeracy Club”** was twice a week, organised by the maths department to support and motivate students to strengthen and flourish in maths.
- **“Virtual information night’s meeting for parents”** was for all year levels from KG to year 12, to make the parents familiar with the school policy, school system, books, curriculum and overall school structure. This evening was to ensure parents built a trust and knew our school is their children's second home.
- **“International Mother Language Day”** was celebrated by Year 9A & 9B, they designed posters in different languages and displayed these posters around the school.
- **“Morning Quran Classes”** this is one of the best gifts Allah gifted the students of AIA with; Our before school morning classes is to allow, students learn, strengthen bond with the book of Allah. They are encouraged and supported in reading, recitation and member. During the Quran classes early in the morning every Tuesday and Wednesday the students learn how to read Quran and understand some of the main rules in their lives as Muslims; such as: the Quran is the words of Allah the Exalted and Glorified. Recognizing the effect of the Noble Quran on the life of a Muslim and the meaning of seeking refuge in Allah (Isti'aza), beginning in the name of Allah (Basmala). Stories of Prophet’s and their duties in life and how students can take these stories as examples and implement them in their own lives to be good

Muslims and Australian citizens. These classes are organised and run by the Primary Islamic studies & Arabic department.

- **“Story telling day about good deeds”** was celebrated by Year 8A & 8B celebrated for KGA, KGB, Year1A & Year 1B to build bridges between primary & secondary and to encourage students to do good deeds continuously.
- **“Fast Forward Conference online”** was for Year 12 students to inform and prep them up on how to set goals and be well equipped for the learning environment of university.
- **“Chess club”** which was organized by the Design & Technology department for year 6-12. This activity was to allow our students to grow through, developing perspective, improving memory, deepening their focus, elevating creativity and boosting planning skills.
- **“After school sports for Primary and Secondary”** for students to be active, be confident, be healthy, improve their mood, strengthen their concentration, reduce stress, improve sleep habits and overall encouraging and keeping a healthy lifestyle.
- **“Start Smart Program”** for year 3, 4, 5 & 6 took place in their classes. This was organised by The Commonwealth bank for primary students. It is a financial education program offered to school-aged students across Australia to help them prepare for their future. These educational modules are designed to motivate and inspire students and give them the confidence and skills to make smart decisions about money. The programs’ purpose was to educate the primary students understanding between needs and wants, identifying currency, how to shop and different ways of earning an income and saving money to achieve a personal financial goal.
- **“English Support Hub”** This Hub was designed to support secondary students (7-10) in the English language and to promote a love of reading throughout learning journey.
- **“International bullying day competition”** Was to raise awareness in school. Primary students (3-6) drew different posters about bullying from their own imagination, these posters also focused on the dangers of bullying.
- **“Primary story telling day & International mother tongue day”** Year 10 and year 12 celebrated with primary students. Year 10 & Year 12 (IB) read a story in their

mother tongue to students from KG -6.

- **“Ramadan decoration competition”** During the holy month, the whole school participated this competition. They all decorated their classrooms and by the end of the month one class was chosen winner. This competition was to add excitement as well as the real feeling of Ramadan for them at school.
- **“Harmony day”** Primary & Secondary students celebrated this day. They had the opportunity to learn how cultures around the world live. Students enjoyed seeing different nations clothing and overall different cultures people live. The theme was “Everyone belongs”.
- **“Year 7 Camp”** Year 7 students enjoyed their camp last year in “Fitzroy Falls Optimum”. This outing gave them the opportunity to develop their social skills, independence skills, decision-making skills and Increased environmental awareness. They learned new skills as well as friendship bonding and how to be part of a team.

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 2021 included the following:

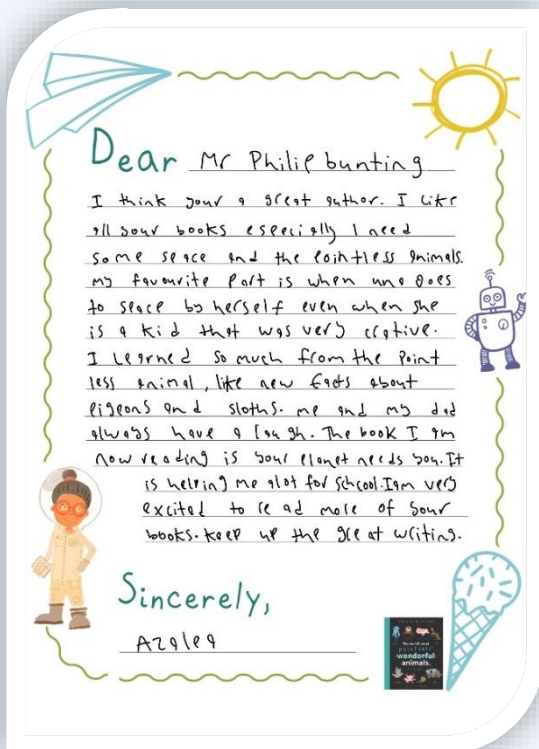
- Library activities during 2021

Book fair brought a huge excitement to our students and their families during Ramadan and has given the opportunity to the students, parents and teachers to buy books and gift items for Eid. A big THANK YOU to everyone who supported and contributed to enhance our resource collection through book fair.



- Premier's reading challenge was completed successfully by K-9 students. We are happy to announce that this year **348 students** managed to complete the challenge during this challenging time. Completion rate was a bit up compared to last year.

Our students from K -6 celebrated **National Simultaneous Storytime** and enjoyed the story "**Give me some space by Philip Bunting**".



- Students learnt about our Solar System followed by a documentary *“How it Works the International Space Station”* which explains each interior area, crew living quarters, and scientific equipment.



During lockdown the library started **Read-along Zoom Sessions** from K – 6 on a weekly basis. The students enjoy being read to and experience reading as something fun and positive.

During the sessions students were able to get involved into a discussion, share ideas, make conclusions, and build connection between the spoken and the written word which help them to develop their social, communication and interpersonal skills.

Students have celebrated the love of books differently in 2021, Students expressed the book theme **“Old World, New World, Other World”** in writing their own stories, making videos and dressed in very creative costumes.

During lockdown and going through difficult time it was certainly uplifting to see students tap into their creative side and make use of the resources they have at home.

The library communicates online with students and teachers, the following activity sheets and the books included in the attachment are being covered with the students during my online classes and it is CBCA shortlisted. Some are available online and through Public library membership.

Our students are directed to obtain a public library membership to allow them navigate the online platforms.

Basima Ammar & Nahid Hasan

Librarians

REPORTING AREA 3

STUDENT OUTCOMES IN STATE WIDE TESTS AND EXAMINATIONS

2021 NAPLAN DATA ANALYSIS

School VS State Mean

ASPECT – year 3 – 28 students	STATE MEAN	AIA MEAN	Above/ below
Reading	443.74	427.3	B
Writing	434.27	454.7	A
Spelling	432.65	435.2	A
Grammar & Punctuation	442.84	441.1	B
Numeracy	412.69	403.3	B

ASPECT – year 5 – 35 students	STATE MEAN	AIA MEAN	Above/ below
Reading	514.89	484.8	B
Writing	488.14	457.0	B
Spelling	513.93	509.0	B
Grammar & Punctuation	509.94	486.4	B
Numeracy	503.4	471.2	B

ASPECT – year 7 – 51 students	STATE MEAN	AIA MEAN	Above/ Below
Reading	541.55	530.0	B
Writing	529.28	541.4	A
Spelling	555.89	569.4	A
Grammar & Punctuation	541.55	543.1	A
Numeracy	558.8	541.2	B

ASPECT – year 9 – 36 students	STATE MEAN	AIA MEAN	Above/ Below
Reading	581.79	587.4	A
Writing	556.61	563.8	A
Spelling	586.6	610.0	A
Grammar & Punctuation	578.81	592.6	A
Numeracy	596.64	604.3	A



Validation of Assessment for Learning and Individual Development (VALID)

Our school participates in the **Validation of Assessment for Learning and Individual Development (VALID)** program. This program provides online end-of-stage assessments for the science key learning area. The assessments assist schools to monitor student achievement and inform planning, programming and assessment practice. Three assessments are offered: Year 6, 8 & 10.

Unfortunately, due to COVID-19 the VALID program was cancelled in 2021.

REPORTING AREA 4 & 5

THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT RESULTS & OF THE HIGHER SCHOOL CERTIFICATES POST SCHOOL DESTINATIONS

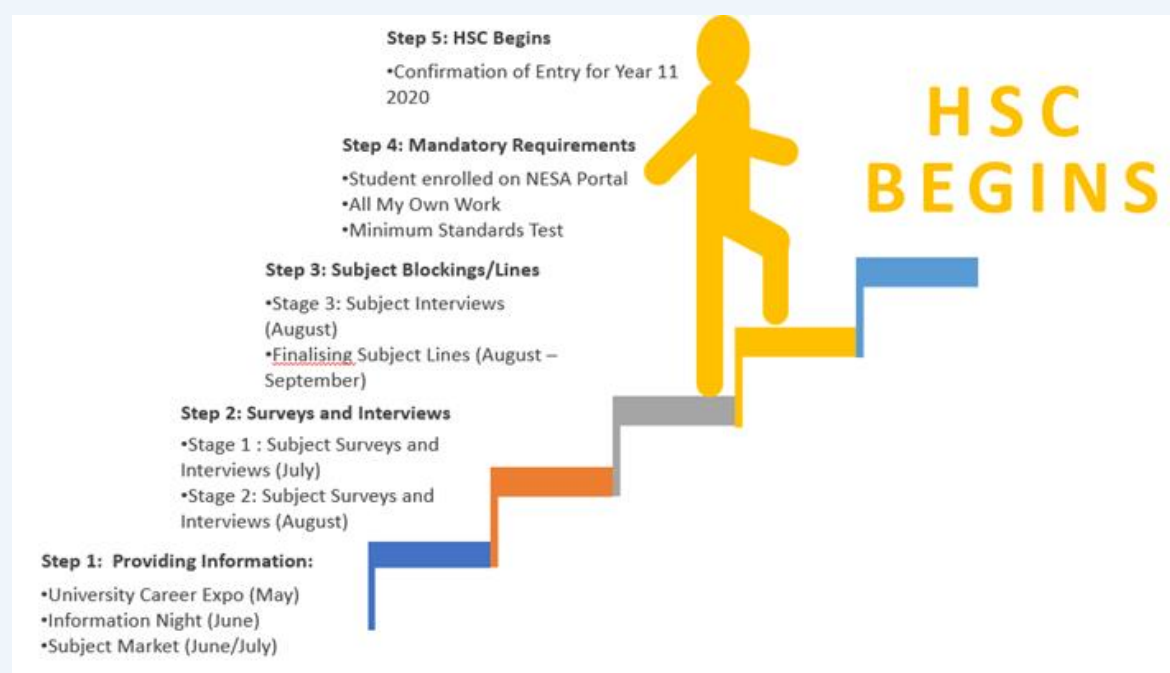
THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT RESULTS & OF THE HIGHER SCHOOL CERTIFICATES

RoSA – Year 10 & 11

The school had 44 students in Year 10 in 2021 and they all successfully completed their RoSA requirements. The results were quite pleasing, and they were able to get into the courses they wanted to pursue in Year 11.

Year 10 students also successfully completed HSC: All My Own Work course in 2021 before commencing Year 11 this year. The students also went through the induction process (shown below) to help them choose their subjects for Year 11.

Steps of Choosing Subjects:



Preliminary Subjects offered for the Year 11 2021 are as follows: Biology, Business Studies, English Standard, Information Processes and Technology (IPT), Legal Studies, Mathematics Standard, Mathematics Advanced, Mathematics Ext 1, Personal Development, Health and Physical Education (PDHPE), Society and Culture, Studies of Religion II and Visual Arts. We also supported one student who was doing Arabic Continuers through Distant Education.

The school had 30 students in Year 11 in 2021 which is an increase of 4 students from previous year in the same year level and they all successfully completed their Year 11 Preliminary HSC requirements. They were all promoted to Year 12 in Term 4 of 2021. Subjects offered for the Year 11 2020 were as follows: Biology, Business Studies, English Standard, Information Processes and Technology (IPT), Legal Studies, Mathematics Standard, Mathematics Advanced, Personal Development, Health and Physical Education (PDHPE), Society and Culture, Studies of Religion II and Visual Arts.

HSC – Year 12

The school had 19 students in Year 12 HSC and 4 in Year 12 IB Diploma in 2021. The HSC subjects offered were as follows: Biology, Business Studies, Chemistry, English Standard, Information Processes and Technology (IPT), Legal Studies, Mathematics Advanced, Mathematics Standard 2, Studies of Religion II and Visual Arts.

IB Diploma Subjects offered were as follows: Group 1: Language and Literature: English SL, Group 2: Languages: Arabic Ab initio SL, Group 3: Information Technology in a Global Society (ITGS) HL, Group 4: Biology HL, Group 5: Mathematics: Applications & Interpretations HL and Group 6: Chemistry SL or Visual Arts SL.

They were all able to successfully complete their HSC requirements and received their HSC Credentials and Australian Tertiary Admissions Ranking (ATAR) in 2021. Over 34% of students achieved an ATAR results of above 80 or more with the highest ATAR ranking of 97.9. Congratulations to all our 19 students have been offered university admission.

Below is the table showing Year 12 HSC 2021 School Group Statistics:

School VS State Mean (18 Students)

Course	Course	Students Included	E.M. Mean	State E.M. Mean	School/State Variation	Z-score
<u>Arabic Continuers 2 unit</u>	15510	3	85.80	81.45	4.35	.41
<u>Biology 2 unit</u>	15030	11	68.27	73.38	-5.11	-.46
<u>Business Studies 2 unit</u>	15040	17	78.39	73.32	5.07	.39
<u>English Standard 2 unit</u>	15130	21	81.38	70.47	10.91	1.16
<u>Information Processes and Technology 2 u</u>	15210	12	84.07	70.97	13.10	.94
<u>Legal Studies 2 unit</u>	15220	9	84.98	74.72	10.26	.74
<u>Mathematics Advanced 2 unit</u>	15255	7	75.03	78.41	-3.38	-.27
<u>Mathematics Extension 1 2 unit</u>	15250	1	90.00	78.21	11.79	.69
<u>Mathematics Standard 2 2 unit</u>	15236	13	73.98	69.15	4.83	.36
<u>Studies of Religion II 2 unit</u>	15380	8	79.85	75.86	3.99	.32
<u>Visual Arts 2 unit</u>	15400	4	85.65	80.99	4.66	.52

HSC / IB YEAR 12 RESULTS 2021



AUSTRALIAN INTERNATIONAL ACADEMY
STRATHFIELD SCHOOL

2021 HIGH
ACHIEVERS

DUX OF 2021



Abdullah Fashola (IBDP)
97.10



Zain Anwar (IBDP)
97.10



Ayah Akeel Shihed (HSC)
96.50



Naura Firdausi (IBDP)
96.25



Abdullah Ibn Saleem (IBDP)
95.20



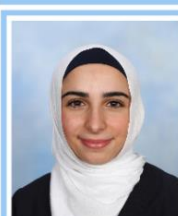
Zahraa Al Aridhi (IBDP)
95.20



Fatima Tariq (IBDP)
93.90



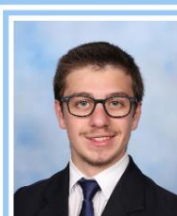
Nasma Saadik (HSC)
91.30



Demi Love Kassem (HSC)
91.30



Noor Ul Ain Hussain (HSC)
90.40



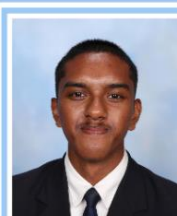
Zakariya Haddad (HSC)
89.30



Ahmad El Nachar (IBDP)
84.10



Abdur-Raheem Quershi (HSC)
82.00



Arfan Abul Kareem (HSC)
81.60



Khaled Yahiaoui (HSC)
80.75

36% of Year 12 students achieved 90% and over

IBDP RESULTS

Our students performed exceptionally well with an average ATAR of 93.56.
Six out of seven students scored above 92.50 ATAR (85.71% of DP students).

- 39 out of 45 equivalent to an ATAR of 97.10 - Zain Anwar and Abdullah Fashola
- 38 out of 45 equivalent to an ATAR of 96.25 - Naura Firdausi
- 36 out of 45 equivalent to an ATAR 93.90 - Zahraa Al Aridhi and Abdullah Ibn Saleem
- 35 out of 45 equivalent to an ATAR 92.60 - Fatima Tariq
- 30 out of 45 equivalent to an ATAR 84.10 - Ahmad El Nachar

Higher School Certificate Results (HSC) – 2021

The retention rate of students from year 10 2019 to year 12 2021 is 71%.

Year 12 attaining a certificate / VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2021	HSC / IBDP	100%
2021	VET qualification	0%

2021 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	8.6	90.9	59.52	9.09	31.09
Business Studies	0	12.79	52.93	50.3	47.05	35.66
English Standard	0	9.38	52.37	73.47	47.6	16.53
Legal Studies	0	13.44	22.22	43.56	77.77	41.92
Information Process Technology	0	19.28	16.66	47.8	83.33	31.79
Mathematics Standard 2	0	21.15	76.91	53.35	23.07	24.54
Mathematics Advanced	14.28	6.12	42.85	43.51	42.85	50.13
Studies of Religion II	0	9.17	37.5	44.23	62.5	46.23
Visual Arts	0	1.55	0	35.15	100	63.09
Arabic Continuers	0	2.9	0	30.54	100	66.53

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

2021 University Entry

100% of the 2021 HSC and IB students had commenced tertiary courses at the start of 2022.

REPORTING AREA 6

PROFESSIONAL LEARNING AND TEACHER STANDARDS

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

At AIAE Strathfield 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, AIAE implements a comprehensive Professional Development programme which includes:

- One of our Academy's areas to improve our reform is **Quality Teaching**. 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 of Education Strathfield are expected to adopt and demonstrate a supportive team approach to continual refinement and improvement of their individual professional practice. Professional development is vital to our collective success and to our belief in continuous improvement.

At AIA we view **Professional Development** as an ongoing professional training requirement. The program includes training staff in school management, classroom management, subject expertise and other relevant areas. In order to maintain a high quality of teaching staff, AIAE implements a comprehensive Professional Development program 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 programs 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/Conditional	16 (Provisional & Conditional)
Proficient	23*
Highly Accomplished	0
Lead Teacher	0
Total Number of Teaching Staff	39
Total Number of Non-Teaching Staff	14

**Including the teachers on maternity leave.*

REPORTING AREA 7

WORK FORCE COMPOSITION

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, including Masters Degrees.

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	34
(ii) Having qualifications as a graduate from a higher education institution within Australia or one recognized within (AEI-NOOSR) guidelines but lacking formal teacher education qualifications, or	5
(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

REPORTING AREA 8

SENIOR SECONDARY OUTCOMES

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

All the students who graduated in Year 12 in 2021 from AIAE received offers from various universities.

Students received offers from and are currently enrolled in Course University such as Psychology/Arts, Medical Science, Pharmacy, Social Science, Commerce, Teaching and Engineering in different university such as Macquarie University, UNSW, Western Sydney University and UTS.

REPORTING AREA 9

STUDENT ATTENDANCE AND MANAGEMENT OF NON ATTENDANCE

ATTENDANCE POLICY

Rationale:

- 1.1 The NSW Education Act 1990 requires that children of school age (six to 17 years) are required to be in full-time attendance at a government or registered non-government school unless they are receiving approved home-tuition, correspondence education, or have been granted an exemption by the Education Department
- 1.2 The *Education Act 1990* (Section 25) requires that attendance registers (rolls) be maintained in a form approved by the Minister. These may be either manual or electronic rolls.
- 1.3 In line with the current requirement under Education Act in NSW pertaining to school attendance, all students enrolled at AIAE (the 'School') are legally required to be at School on all official school days.

Aims:

At AIAE we believe that attendance at school is centrally important to student learning and development. Importantly, regular attendance at school:

- Increases the opportunity for children to participate in the life of the community and to optimise students' learning
- Education is a sequential process. Absences often mean students miss important stages in the development of topics, causing them to find 'catching up' difficult.

Implementation:

Parental responsibility

- i. Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary, and to notify the school, by means of a phone call or letter, of the absence.
- ii. All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent such as illness
- iii. The school will provide clear information to parents regarding attendance requirements and the consequences of unsatisfactory attendance through provision of the policy, newsletter reminds and school briefs (including at the time of enrolment, orientations)

Staff responsibilities

- i. The School will inform Form Class teachers and staff of their responsibilities related to student attendance and will articulate the expectations and responsibilities of every classroom teacher with regards to monitoring and following up of absences.
- ii. School staff are responsible for supporting the regular attendance of students by:
 - providing a caring teaching and learning environment which fosters students' learning and achievements
 - recognising and rewarding excellent and improved student attendance
 - maintaining accurate records of student attendance
 - implementing programs and practices to address attendance issues when they arise
 - providing clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance

Attendance punctuality procedure

- a. Kindergarten – Year 12 students are expected to be at the school by 8:30am. It is the responsibility of all students to be in classes on time during the day.
- b. Students arriving late after 08:35am must report to the office and obtain a late note before attending to their classes.
- c. Where a valid reason exists for a student not being able to attend school at the required time, the parent should inform the School via Skoolbag app or telephone call. Parents have one week to inform the school of the reason for absence.
- d. Students who breach the punctuality policy will:
 2. Be issued with a late note provided there is an acceptable reason given.
 3. Be issued with a demerit point and consequently an after-school detention after 3 demerit points for the frequent breaches.

4. Frequent breaches of the punctuality / attendance policies will require a parent interview.
 - a. In addition to the Official Attendance Roll on Compass, all subject teachers must keep their own subject attendance records and must mark their attendance Roll for every lesson on Compass
 - b. Form Teachers are to bring to the attention of 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.
 - c. The Student Registrar is responsible to monitor student's attendance pattern, to initial telephone contact with parents and update the system accordingly.
 - d. When a breach of rules occurs, The Student Registrar is to report to the Form Class, Deputy and Principal to implement the Academy Policy and maybe a counselling session can be arranged with parents and/or students.
 - e. Subject teacher must report lateness and frequent absences to the Form Class Teacher on a weekly basis for students in Years 7 - 11.
 - f. Year 12 teachers must report student lateness or absences from classes to the Year 12 Form Teacher daily for an immediate action.
 - g. Subject teachers and Form Teachers are accountable to the Principal for the implementation of the above policy.
 - h. Parents are encouraged to provide a written explanation of a student's absence.
 - i. If a written explanation is not forthcoming within two weeks of the student's return to school, the School administration officer will issue a formal reminder. (Appendix 3)
 - j. Families whose child has been absent for **more than 3 days** without explanation will be contacted. The roll will be marked as absent until the student returns, or until the school is notified that the student has enrolled in another school.
 - k. The Assistant Principal-welfare or the equivalent will review all Attendance rolls at the end of each term.
 - l. If a teacher or the Deputy Principal-welfare is concerned about a student's attendance history, he/she inform the Principal who will endeavour to contact the parents by phone to discuss the child's absences. If absences continue, a letter is to be sent advising the parent of the legal requirements to attend school on a daily basis.
 - m. Under the guidance of the Principal / Deputy Principal- an **individual case management plan** will be implemented for students whose attendance is irregular and unexplained and where initial interventions have limited effect. This will involve the provision of support and strategies to work closely with appropriate individuals, parents and community organisations having regard for social and cultural considerations associated with indigenous children, ~~children from~~ culturally and linguistically diverse backgrounds and socially disadvantaged children.
 - n. In the event that all possible avenues available to the school to encourage attendance have been exhausted without success the Principal or Deputy Principal will make contact with the Department of Education School Services Officer to discuss options including continuing enrolment.
 - o. Notification to parents

The School will immediately notify the parents/caregivers of any unexplained absences or suspected truancy.

Absence

Any absence is to be explained in writing, upon the child's return. No child is allowed to leave the school grounds without written notification. Parents are required to sign a register located in the front office before taking the student during school hours.

Exemptions for Student Attendance

When parents plan to exclude their children from school for reasons other than sickness or unforeseen events i.e. funerals, the parent or caregiver is required to complete an Application for Special consideration to take leave.

Roll Marking process

1. The Attendance Roll is a record of the school and shall be completed using Compass Student Management (Attendance) system and kept in the school records.
2. The Roll, shall always commence on the first day of the academic year and terminate on the last day of the academic year.
3. The names of all children attending the school shall be entered in order of their grades, and the age of each child at the time of commencing using Compass system for roll marking from the first day of school.
4. The roll shall be called, and marked on Compass Subject and Classes Module, and only those children who are present at rollcall and answer to their names shall be marked as present. The time for rollcall shall be stated in the timetable and bell times. Year 7 – 12 rolls shall be marked in the beginning of every scheduled class by the subject teachers on Compass.
5. All rolls must be marked by the respective subject/class teacher looking after that class at that time.
6. Period 1 Roll marking to be completed between 8:30 am to 8:35 am (5 mins).
7. Any student arriving after 8:35 am and before 12:00 pm should be marked as Late (L) and time recorded in the comment section.
8. All other rolls to be marked in the first 5 minutes of the class. Any student arriving then after in class should be marked as Late (L).

Attendance Rate

Year Level	2019	2020	2021
Primary (K - 6)	88.3%	89.32%	91.3%
Secondary (7-12)	88.0%	88.13%	92.8%

The attendance rate is an area worth celebrating at the AIA. The rate is higher than some schools of a similar background. 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). Many of our families take overseas holidays in the middle of the year where it is summer in other parts of the world. However, this year, although we have had to endure COVID 19, our numbers remained high.

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

Attendance Rate

	2019	2020	2021
Year Level	Attendance Rate Term 1 – 4	Attendance Rate TERM 1 – 4	Attendance Rate TERM 1 - 4
Kinder	87.5%	89.45	93.0
year 1	90.6%	90.74	93.4
year 2	87.3%	85.8	92.6
year 3	88.7%	88.64	85.1
year 4	87.9%	89.64	91.7
year 5	87.7%	91.4	91.8
year 6	89.2%	89.6	91.6
year 7	56.9%	91.0	92.1
year 8	89.8%	87.86	90.1
year 9	89%	88.11	92.7
year 10	87%	86.74	91.0
year 11	86.7%	87.9	96.7
year 12	88.6%	87.16	94.7

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.

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.

Exemption From Attending School Policy

The NSW Education Minister has delegated the power to principals of non-government schools, to grant and cancel a certificate of exemption from being enrolled and attending school in certain prescribed circumstances.

The NSW Registration Manual (3.8) requires the Principal of the School to have in place and implement policies and procedures for exercising the Minister's delegation and to maintain records of the exercise of the above delegation including copies of all certificates issued under the delegation

A child of compulsory school age must attend school. In NSW "compulsory school age" includes all children between the ages of six years and the minimum school leaving age of 17 years.

All students must complete Year 10. After Year 10 and until they turn 17, students must be:

- in school, or registered for home schooling, or
- in approved education or training (e.g., TAFE, traineeship, apprenticeship), or
- in full-time, paid employment (average 25 hours/week), or
- In a combination of work, education and/or training.

Exemption from attending School

A child of compulsory school age may only be absent from school, without a reasonable excuse, if they are granted a certificate of exemption from attending school.

Reasons for granting exemptions from being enrolled in and/or attending school include:

- exceptional domestic circumstances (including the health of a child where sick leave or alternative enrolment is not appropriate)
- the child being prevented from attending school because of a direction under Public Health Legislation
- employment in the entertainment industry or participation in elite sporting events for short periods of time
- Where a student has completed Year 9 and, before completing Year 10, has obtained a full-time apprenticeship or traineeship.



AUSTRALIAN INTERNATIONAL ACADEMY

A Muslim School Established in 1983

Sydney, Strathfield Campus

420 Liverpool Rd, Strathfield 2135

Phone: 9642 0104 Fax: 9642 0106

RE: ABSENCE NOTE:

Assalamu Alaikum Wr. Wb.

Dear Mr. & Mrs. _____

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

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

Thank you for your assistance in this matter.

Yours sincerely,

Year ____ Class Coordinator

Date: _____

Student Name: _____ Year Level: _____

Issued By: _____

Date	Reason For Absence	Signature



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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: _____



AUSTRALIAN INTERNATIONAL ACADEMY

A Muslim School Established in 1983

Sydney, Strathfield Campus

420 Liverpool Rd, Strathfield 2135

Phone: 9642 0104 Fax: 9642 0106

WRITTEN WARNING

Date: _____

Student Name: _____ Year Level: _____

Issued By: _____

Re: Excessive Absence Namely _____

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

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

The reason for the excessive absent is:

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

Parent's Signature _____

Date _____

REPORTING AREA 10 & 11

RETENTION RATES, POST SCHOOL DESTINATION

Retention Rates year 10 to year 12

YEAR	AIA
2011 - 2013	50%
2012 - 2014	70%
2013 - 2015	61%
2014 - 2016	76%
2015 - 2017	70%
2016 - 2018	72%
2017 - 2019	40%
2018 – 2020	86%
2019 - 2021	74%

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.

POST SCHOOL DESTINATIONS

Students were given offers at several universities, including USyd, UNSW, UTS, and WSU. Courses enrolled included Civil and Mechanical Engineering, Property Business, IT, Business and Management, Nursing, Economics

REPORTING AREA 12

ENROLMENT POLICY AND CHARACTERISTICS OF STUDENT BODY

INTRODUCTION

This policy provides the guidelines within which the selection of students to be enrolled in Kindergarten to year 12 at the Australian International Academy of Education (AIAE) Strathfield may be determined.

Very often, there are more students registered for a place at AIAE 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 AIAE rests with AIAE and all decisions made as part of the enrolment procedure are the prerogative of AIAE and all matters will be determined for the benefit of AIAE.

GUIDING 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. AIAE does not discriminate on the basis of religion, ethnicity, race or gender, however preference is given to students of the Muslim faith.

Though AIAE 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 AIAE 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.

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.

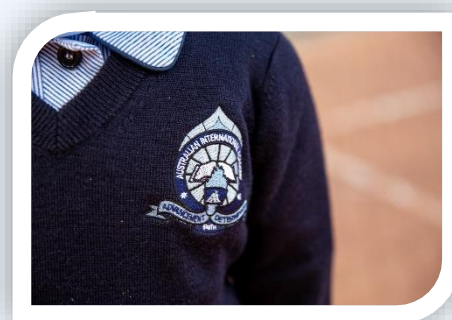
	2015	2016	2017	2018	2019	2020	2021
Primary (K - 6)	224	234	231	252	251	236	242
Secondary (7-12)	193	211	195	196	201	218	232

THE ENROLMENT SELECTION PROCESS

Families on the Registration Waiting List are notified by the Registrar when a place becomes available in any Year 1 – 10 class.

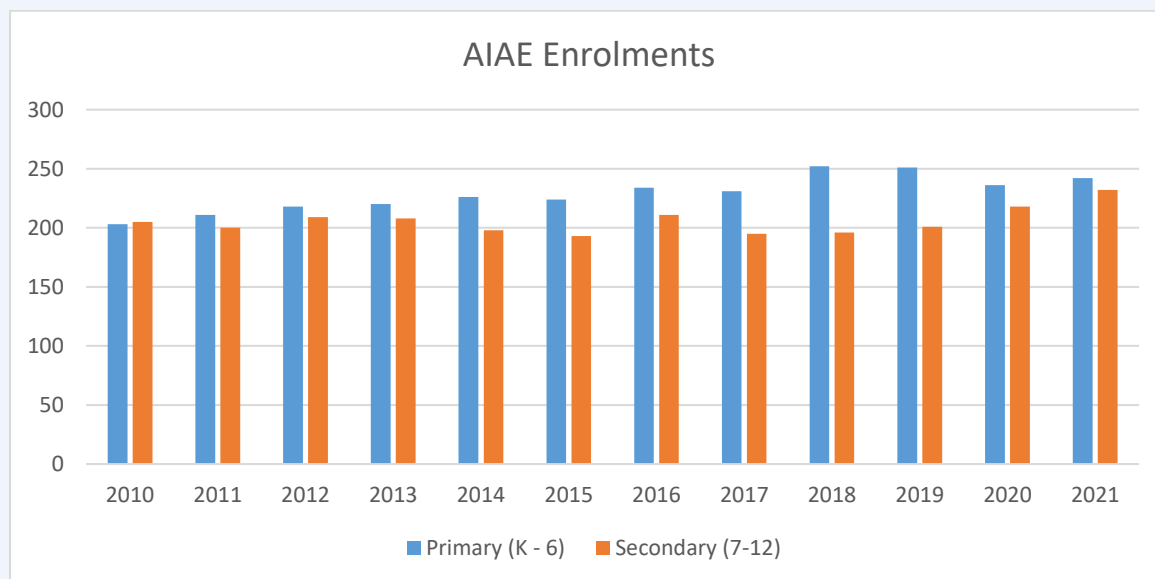
The selection process consists essentially of three components,

- i. an evaluation of past performance based on Reports,
 - ii. the results of Entrance Tests completed at the school, and
 - iii. 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 Principal, 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 Campus Principal 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 who are 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.

Offer process

1. At the satisfactory conclusion of the interview process, the School may make an offer to the parents to enrol the student via a Letter of Offer
2. The Student Registrar will communicate an offer of a place to a student.
3. Once an offer is accepted and payments made, the fees paid will not be refunded if the applicant family changes its mind and wishes to cancel the enrolment. Charges and levies may be refunded.
4. Applicants who are 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 removed from the Waiting list.
5. If an applicant refuses an offer of enrolment for a second time, the name will be permanently removed from the Registration Waiting List.

6. To accept the offer, the parents must, **within 7 days** of receiving the offer:
 - Respond to the offer by completing the Conditions of Enrolment as outlined in the school's correspondence.
 - Failure to reply within the required time may result in the position being re-offered where other students are waiting for entry to the School.
 - The Enrolment Fee is additional to tuition and other fees.

PREREQUISITES FOR CONTINUING ENROLMENT

Students in years Kindergarten to Year 6 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 6 to 7, 9 to 10, and 10 to 11, and 11 to 12 should not be considered automatic. Enrolment is reviewed on a yearly basis and may be reviewed at any time if the behaviour or academic progress of a student is deemed unsatisfactory.

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

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

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

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

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

STUDENTS WELFARE

The Australian International Academy of Education 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.

TERMINATION OF ENROLMENT FOR POOR ACADEMIC PERFORMANCE

Students may be identified as being AT RISK of having their enrolment terminated if they are not able to meet the minimum requirements for continuing enrolment at the School.

Generally, a student is deemed not to be SATISFACTORILY PROGRESSING, if he or she is not able to meet requirements as outlined in the School's:

- i. respective year level Learning Agreement;
- ii. respective year level Curriculum Handbook
- iii. above Continuing Enrolment guidelines;
- iv. and specific course requirements.

The School will make every effort to counsel and support students; however, in cases whereby a student is unable to satisfactorily respond to the school's recommendations, this may lead to a decision to terminate a student's enrolment at the School.

TERMINATION OF ENROLMENT

- If the Academy Head, Principal or their delegate, 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, Principal or their Deputy may exclude the student permanently or temporarily at their absolute discretion.
- If the Academy Head, School Board, or the Principal believes that a mutually beneficial relationship of trust, respect and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the Academy Head, the 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 student permanently, if it has provided the student(s), parent(s) or guardians of the student 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

Notwithstanding the above, it is not the policy of AIA to exclude students from other AIA schools.

REPORTING AREA 13

SCHOOL POLICIES

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

STUDENT WELFARE

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

SUPPORT SERVICES

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

ANTI BULLYING

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

(I) Teachers:

- Expressing disapproval of bullying and harassment whenever it occurs within the school
- Listening sympathetically and taking your problems seriously
- Modelling positive, respectful and supportive behaviour towards students.

- Promoting an awareness of the unacceptable nature of bullying and harassment in the classroom and through the curriculum.
- Watching for early signs of bullying.
- Ensuring the school grounds are supervised during breaks.
- Being receptive and supportive to students involved in bullying.
- Informing the relevant Form teachers.
- Arranging time to bring the target and bully together to work out a reconciliation to the problem
- Encourage students to report bullying.

(II) Students:

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

(III) Parents:

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

A WHOLE-SCHOOL APPROACH TO INTERVENTION

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

COMPLAINTS AND GRIEVANCES

The Academy has a Complaints and Appeals policy that sets out the procedures that ought to be followed if a student or parent feels they have a complaint or grievance which needs to be addressed.

Every attempt will be made to resolve the issues surrounding the complaint/ grievance within the school, but if that proves to be unsuccessful, the Grievance Procedures itself allows all parties involved in any incident or issue to put their points of view to an agreed upon independent and uninvolved arbiters in a fair and objective forum at minimal or no cost. Recognizing that it is sometimes not possible to resolve an issue to everyone's satisfaction, the Grievance Policy and Procedures attempts to reach a fair settlement.

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

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

REPORTING AREA 14

SCHOOL DETERMINED IMPROVEMENT TARGETS

The Academy improvement plan, which has allowed the AIA Strathfield 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. 2021 has been another year of consolidation and implementation of the structures that were introduced in 2007 to support in its journey of progress, development and improvement.

The school's priorities and improvement targets are part of a long term plan as well as being "work in progress". In all the areas of "school improvement" mentioned below, the foundations have been laid in many of the areas and the journey of transformation which commenced in 2007 continued on throughout 2021. The modest achievements made in previous years 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:

1. Literacy:

- 1.1 Increase the number of students performing in the top 2 bands in reading for Year 3 to 60% for NAPLAN (currently at 46.4%)
- 1.2 Increase the number of students performing in the top 2 bands in writing for Year 3 to 80% for NAPLAN (currently at 77.8%)
- 1.3 Increase the number of students performing in the top 2 bands in reading for Year 5 to 40% for NAPLAN (currently at 22.9%)
- 1.4 Increase the number of students performing in the top 2 bands in writing for Year 5 to 25% for NAPLAN (currently at 22.1%)
- 1.5 Increase the number of students performing in the top 2 bands in reading for Year 7 to 40%
(currently at 17.6%)
- 1.6 Increase the number of students performing in the top 2 bands in writing for Year 7 to 30% for NAPLAN (currently at 21.6%)
- 1.7 Increase the number of students performing in the top 2 bands in reading for Year 9 to 30%
(currently at 19.4%)
- 1.8 Increase the number of students performing in the top 2 bands in writing for Year 9 to 20%
(currently at 8.3%)
- 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

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

2. Numeracy:

2.1 Increase the number of students performing in the top 2 bands in Numeracy for Year 3 to 40% for NAPLAN (currently at 32.1%)

2.2 Increase the number of students performing in the top 2 bands in Numeracy for Year 5 to 30% for NAPLAN (currently at 11.4%)

2.3 Increase the number of students performing in the top 2 bands in Numeracy for Year 7 to 40% for NAPLAN (currently at 23.5%)

2.4 Increase the number of students performing in the top 2 bands in Numeracy for Year 9 to 40% for NAPLAN (currently at 25%)

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 70% in the high school and above 80% in the primary

Staff Professional Development & Learning

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

- 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 AIAE Strathfield Campus promotes students to develop and demonstrate the knowledge, skills, practices and attitudes necessary to be engaged learners.

This year, students of Years 7 - 10 are using e-learning in class to support investigations.

The aims for e-learning are as follows:

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

Year 10 MYP Personal Projects

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

Technology Education

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

Semester 1 was very successful for students. There are 6 streams of classes running in the school. Years 9 and 10 undertake Information and Software Technology (IST), Year 11 Information Processes and

Technology (IPT) and Year 12 Information Processes and Technology (IPT)). Both courses are similar in context but differ in content.

There are seven International Baccalaureate students in year 12 doing Information Technology in a Global Society (ITGS) which involves analysing technological social and ethical issues. 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 commenced with the implementation of 3D Printing for students and teachers.

Since plagiarism has become a very important and a common issue, the Academy has continued using the software that was implemented two years back namely Turn-it in which helps assess the assignments to check for plagiarism and report it to help in marking of an assessment. The IT department also looks after the school website for any modifications or updating.



REPORTING AREA 15

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Values Education is an integral part of the AIAE 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 program, 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 Program Coordinator provides the structure and programs 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 2021 promoting respect and responsibility:

1. 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.

2. Service and Action.

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.

3. Community events.

- Students initiated and participated in exciting events to bring awareness to these causes and assist in raising much needed funds for them that all members of the school community could enjoy. Some of these activities included bake sales, games and presentations for Primary students, collection of toiletries and creating gift packs for those less fortunate, soccer and touch football competitions and a recycling program in every classroom.
- As a whole school approach, students from Year 4 through to Year 10 collected food and toiletries over several weeks to donate again to the Asylum Seekers Centre to support asylum seekers, and learn the value of helping others less fortunate. A big thank you is to be extended to families of our students that helped in this contribution. Our students have done an amazing job, giving their time and energy to help others in need, and to make these activities enjoyable for everyone involved and for the organisations they support.

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



REPORTING AREA 16

PARENT, STUDENT, TEACHER SATISFACTION

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

STAFF SATISFACTION

Historically, Staff and Parent satisfaction surveys are done in late term 4 of every year.

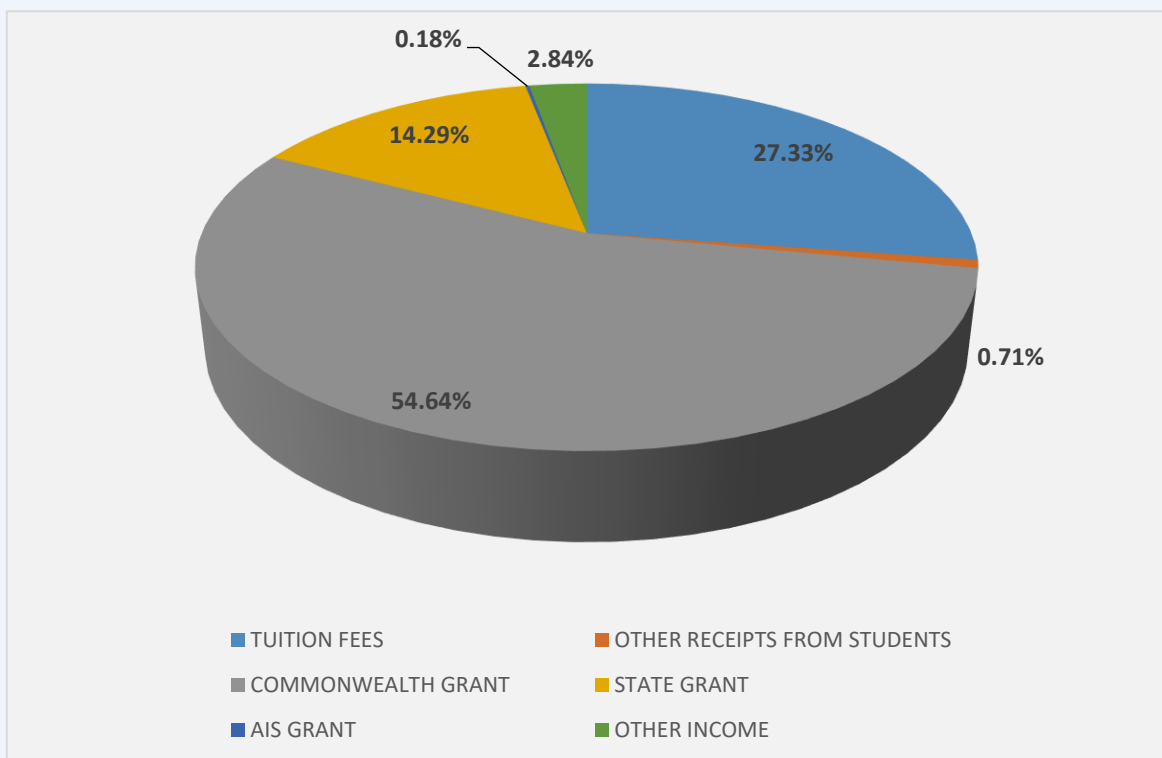
Due to COVID-19 related challenges and logistics survey were not conduct in 2021.



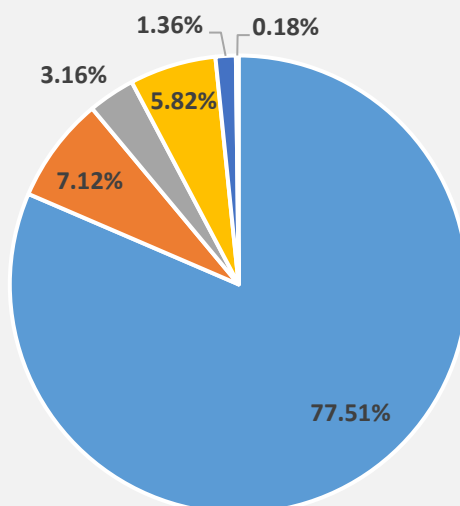
The reader is encouraged to refer to previous Annual reports for an insight as the level of stakeholder satisfaction survey results.

REPORTING AREA 17
SUMMARY FINANCIAL INFORMATION
ACADEMY SENIOR FINANCIAL MANAGER

COMPONENTS OF INCOME



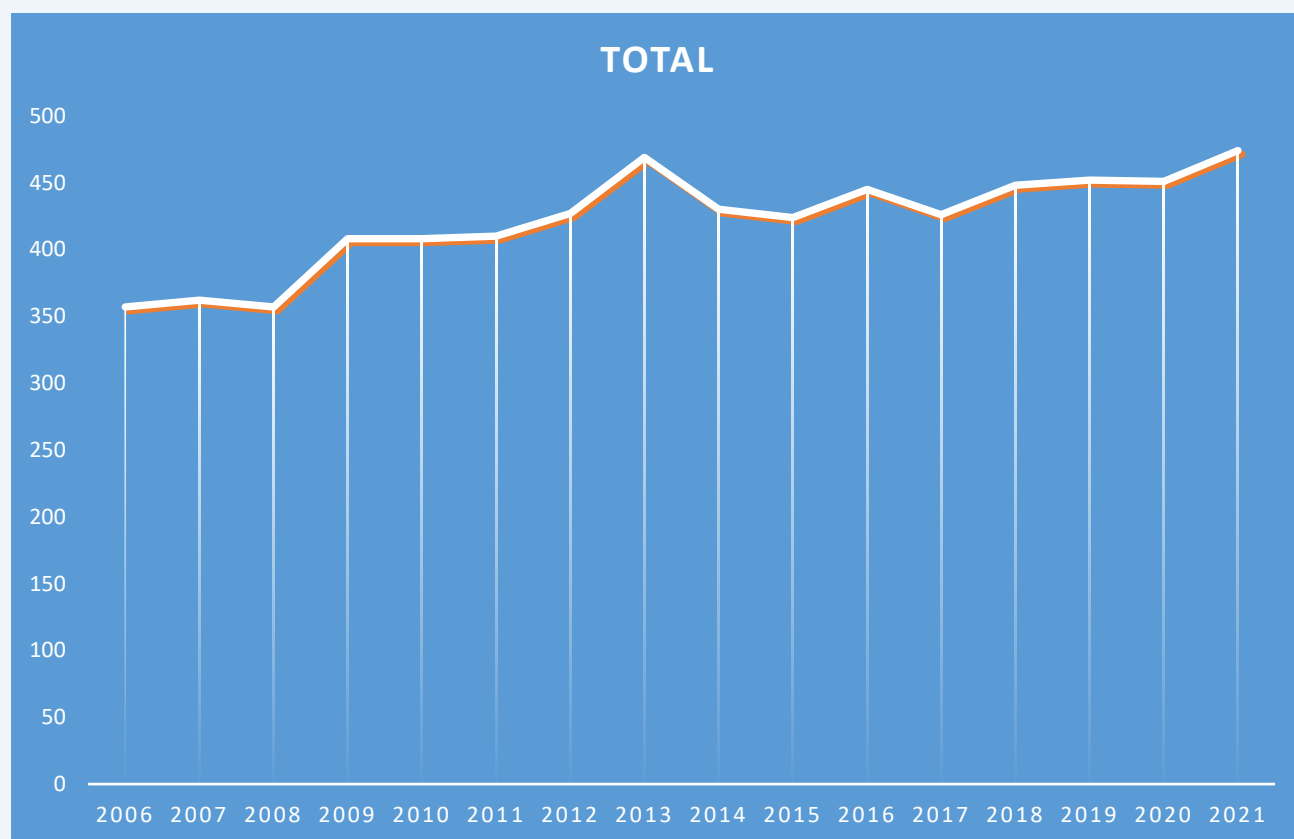
STRATHFIELD 2021 APPLICATION OF FUND



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



AIAE Strathfield Enrolment Numbers		
Year	Total	%age
2006	357	N/A
2007	362	1.4
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	-1.4
2016	445	4.95
2017	426	-4.27
2018	448	5.16
2019	452	0.89
2020	451	-0.22
2021	474	5.10



Capital Expenditure:

Strathfield

\$7.4m in leasehold improvements (please refer to note below)

\$42k in Furniture & Equipment

Note

"AASB 16 replaces AASB 117 Leases and has been applied for the first time from 1 January 2019. In the previous financial year, lease rentals payable on operating leases were recognised as an expense on a straight line basis over the lease term. On initial application of AASB 16, the School has elected to adopt the modified retrospective approach, whereby the lease liability is measured at the present value of the remaining lease payments, discounted using the School's incremental borrowing rate at 1 January 2019. The School's incremental borrowing rate was 3%. The right of use asset has been recognised an amount equal to the lease liability, adjusted by the amount of any prepaid or accrued lease payments at the transition date. As a result, comparative financial information has not been restated.

The School has adopted all of the new or amended Accounting Standards and Interpretations issued by the Australian Accounting Standards Board ('AASB') that are mandatory for the current reporting period. The adoption of these Accounting Standards and Interpretations did not have any significant impact on the financial performance or position of the School."

