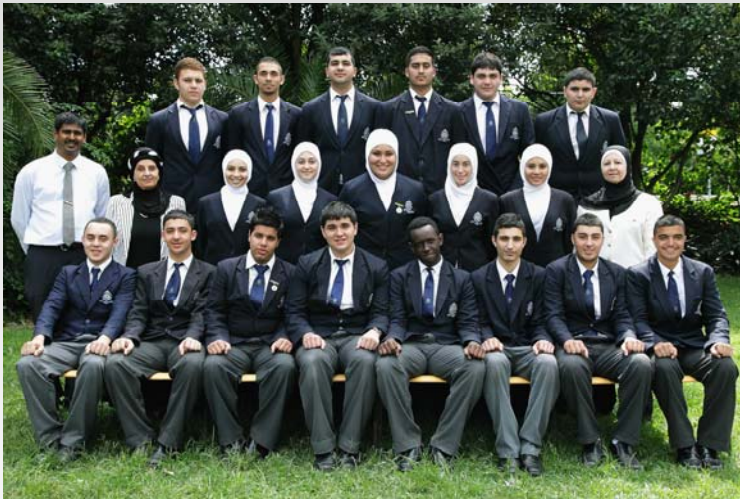




**Australian International Academy of Education  
Sydney campus  
Established 1983**

# **2013 Annual Report**



## **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 this vision in mind, the Academy offers a broad and well  
balanced contemporary curriculum with global perspectives within  
a caring and supportive learning environment.



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# REPORTING AREA 1: A MESSAGE FROM KEY SCHOOL BODIES

## ACADEMY HEAD Mr Salah Salman AM



Alhamdulillah, 2013 has witnessed the opening of a new campus for Australian International Academy at Kellyville in NSW. The second stage of the building which includes additional classrooms, science laboratory, and other facilities will be completed by December 2013. Kellyville campus has now 22 classrooms and is operating as a Primary/ Secondary school and following the I.B. Programmes similar to all AIA campuses. The School is progressing very well and the number of students is increasing steadily, and that is due to the tremendous support of our parent community.

**A New Campus:** In Victoria, the Victorian Regulatory Authority (VRQA), has approved the Academy's application to open a third campus at Caroline Springs, Victoria as from the start of 2014 school year. The new campus is approved to admit students from Prep to Year 10 secondary. Also, the Caroline Springs campus will follow the IB Programmes and the Australian National Curriculum.

**IB Accreditation:** Alhamdulillah, Australian School of Abu Dhabi (ASAD), UAE, has been accredited to offer the three IB Programmes; PYP, MYP and the Diploma. Also, Sydney Strathfield Campus has been accredited to offer the IB Middle Years Programme in addition to the Diploma Programme.

**Year 12 Results:** Last Year Yr 12 graduates were exceptional again at both Sydney Strathfield Campus and Melbourne Campus. At Sydney Strathfield Campus, 17% of Year 12 graduates scored above 90 ATAR. At Melbourne Senior Campus, 13 graduates scored above 90 ATAR (19%) , including three students scored above 99 ATAR, one student made the perfect scores of 99.95.

**NAPLAN Results:** The National Testing results NAPLAN, especially in the last two years, have confirmed the Academy's steady progress in many areas. Students at Sydney Strathfield Campus were above the State average in Writing (Yrs 7 & 3), spelling (Yrs 9 & 7) Grammar & Punctuation (Yr 7 ). In other areas there were positive indications of marked improvements. Also, the growth rate in most areas over the two-year span period were good and noteworthy (i.e. from Yr 3 to Yr 5 and from Yr 5 to Yr 7 & from Yr 7 to Yr 9).

Students at both Melbourne & Coburg Campuses, were at or above the State & National levels in Writing ( Yr 3 ), Spelling (Yrs 3, 5, 7, 9 ), Numeracy (Yr 3 ) & Grammar ( Yrs 3, 5, 7 ), Writing ( Yrs 7, 9 ). Also, the growth rate at Melbourne in most areas over the two-year span were quite good.

**Buildings & Physical Development:** The physical development at Coburg Campus is going very well and the problems of the contaminated site on Sydney Road have been resolved to an extent. This area has been approved by the Council and EPA to be developed into a car park and become the main entrance to the Campus from Roger Street. The car entrance and the pedestrian walkway to the Office are controlled by electronic gates to ensure the safety of students and the Campus.

The work on the Development Application at Strathfield Campus is underway. The repairs on the Brundah building have been done and the work on the car park and the preparation for the portable classroom are underway and we hope all work to be completed before the start of 2014 school year.

Wassalamu Alaikum Wr. Wb

Salah Salman AM

Head of the Academy

## REPORTING AREA 1: A MESSAGE FROM SCHOOL'S CHARMAN

On behalf of the Academy Board I offer greetings to staff and parents and a special welcome to those families who have joined AIA in the last year.

The AIA Board wishes to thank the staff, students, teachers and parents for their continued support and dedication to the school.

It was a pleasure to attend the Graduation Dinner recently for the 'Class of 2013'. It was a great evening to celebrate the time the Year 12s have spent together at AIA. We wish them every success in their upcoming exams. Inshallah they will be prepared to take the next step of their lives as Australian Muslims, and as global citizens.

This year has seen further exciting developments across the AIA campuses. The new facilities completed in 2012 at the Primary and Secondary Campuses have been put to full use. The Board is also pleased to see that a new Campus will be opening next year at Caroline Springs, providing another education option for students in the area. The school management have worked very hard this year to facilitate this and registrations for prospective students are now open. In Sydney, the new Kellyville campus is now up and running and further building works to extend facilities are in progress.

I wish to thank my fellow board members for their sharing their time, expertise and valuable advice over the last year. I am especially pleased that we have had input from the board members from Sydney. On behalf of the Board, I wish the school community a safe and relaxing end of year break.

Wasalam

Justin Brown



## HEAD OF SYDNEY CAMPUS– Mrs Mona Abdel-Fattah

In 1983, the first Muslim full time day school opened its doors to 63 students in a run- down partly burnt-out 1920's building in Coburg, an inner northern suburb of Melbourne. This school was the King Khalid Islamic College, now known as Australian International Academy; and proud to hold the title of the first Islamic school in Australia. This year the Australian International Academy celebrates its thirtieth anniversary and the many milestones we have travelled.

The Australian International Academy has grown over the years to become a highly reputable educational institution offering a wide range of national and international programmes and services to its students and community and to the wider community. Our achievements over the last 30 years have been an exciting and diverse showcase of AIA's flexibility, ingenuity and commitment to excellence in teaching, learning and support services. Alhamdulillah and with the grace of Allah swt this year also marks the commencement of the new Australian International Academy, Kellyville Campus which commenced operation on 11<sup>th</sup> February 2013 with classes from Kindergarten to Year 6. The campus has been growing steadily and inshallah will be starting year 7, 8 and 9 in 2014.

Congratulations to all those who have been part of this exciting journey and who have made it possible; and to those who continue to work tirelessly for the growth and development of AIA.

The 2013 school year has been a very busy year of purposeful and positive effort. There have been many exciting individual and community achievements in a wide variety of areas. The year included challenging times and historic milestones. Early in the year the International Baccalaureate Organisation (IBO) representative team completed a thorough review of our school's Middle Years Programme as part of the authorization process and they have given us a glowing report. The IBO visiting team was very impressed by all aspects of our school operation and highly commended the excellent effort made by all those involved in the school and in the implementation of the International Baccalaureate Middle Years Programme (IBMYP). The visiting team spent three days examining documents, interviewing staff, students, parents and Board members as well as visiting classes. Alhamdulillah the Strathfield Campus is now an officially authorized IB MYP school. Congratulations to staff, students and parents for another milestone of achievement.

Teaching is a dynamic profession which is constantly evolving and responding to research and the context of the world in which our young people are growing and developing. AIA is committed to professional learning that ensures we are providing meaningful, relevant and effective learning experiences for students. Professional Learning in both primary and secondary focussed on the National curriculum as well as the International Baccalaureate Programmes. While some of this work relates to content or what is to be taught, much of the work has also been on how courses are taught, which is equally important. Our approach to teaching and learning has long ago shifted from a largely teacher-centred, textbook-based and examination-driven system towards a more student-focused, skills-based and capacity building approach. Teachers' professional learning included areas such as thinking skills, interdisciplinary teaching and learning, six thinking hats, peer support, leadership training, inquiry based learning, reading between the lines, ESL teaching, positive school community, foundations of learning, explicit teaching strategies for reading and comprehension, interactive whiteboards, E-Learning, literacy and numeracy workshops ,developing independent learners and much more.

The school community values and appreciates the efforts of all students in their learning and engagement in school life. I'd like to take this opportunity to acknowledge our 2013 graduating class of Year 12 students. As a cohort they consistently enjoyed their learning and demonstrated a very close and supportive approach to learning and a desire to find enjoyment in learning. However this group of 17 students is so much more than grade point averages. This class is unique not because of what they accomplished, but how they accomplished it. They took great care of each other. They persisted, cooperated, got involved in school activities and contributed to the growth and development of the school and by doing so helped their own development. We are proud of them and we wish them all a bright and happy future inshallah

The school's educational philosophy includes the strong belief that meaningful learning and development and a sense of connection and belonging can also be developed by experiences outside the traditional classroom. These experiences aim to strengthen students' faith, promote teamwork, resiliency, problem solving and leadership.

## **HEAD OF SYDNEY CAMPUS– Mrs Mona Abdel-Fattah**

The school extra-curricular programmes such as the year 10 Umra journey, school camps, interschool sports involvement, Chess Club, Kids Club Holiday Programme, Girl Guides, community and service involvement, just to mention a few, provide a rich range of such experiences. Congratulations to all students and staff for their superb organisation of and involvement in such a wide variety of activities throughout the year. The broad range of activities in both primary and secondary is a true celebration of the excellent work that is occurring in our school in those areas. Well done and thank you to staff and students.

In 2013 our students continued to promote social justice and to campaign for the welfare of others through their community and service involvement. Students from all year levels ran a range of activities raising money for various charities and research and our fund raising efforts throughout the year have been a great success. I would like to thank our school community, especially our staff and students, for their excellent organisation and effort, and our parents, for their wonderful support. May Allah swt reward you all for your generosity and compassion.

The Australian International Academy provides an education that goes beyond the acquisition of facts and knowledge. Its greatest value lies in promoting friendship and understanding among students, encouraging responsible citizenship outside the classroom, and preparing them for competition in the globally connected world. Inshallah AIA will continue to challenge all students to succeed academically, and at the same time guide and support them in their journey to maturity, helping them to develop habits of good character and to participate actively in school life and in the wider local and international community.

May I conclude by acknowledging and thanking all the staff at AIA, teaching and non teaching staff, for their unfailing support and hard work and for their care and compassion and for the fine education that they provide here at AIA. An education that encourages excellence, inspires students to be responsible citizens, to have strong iman and belief in their ability to succeed. An education that we hope instils in them a lifetime commitment to learning.

# STUDENT REPRESENTATIVE COUNCIL (SRC) —MS Asmaa Badawi





# REPORTING AREA 2: Contextual information about the school

## Governance

AIA is an incorporated association and is governed by a Board of Trustees and an Academy Board . The Board of Trustees is responsible for the financial and the property management side and also sets the strategic direction of the Academy and all its Campuses. The Academy Board is responsible for overseeing the Campuses management and its financial operation, the safety and welfare of students and staff, and the education programs and the policies of the Campuses.

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

### Members of the Board of Trustees :

Dr. Omar Lum	President & Trustee
Dr. Amjad Hussain	Trustee
Dr. Adnan Abdel Fattah	Trustee
Mr. Salah Salman	Secretary & Trustee
Mr. Adam Aydemir	Trustee

The Board of Trustees meets 4 times each year or as many times as required.

The Academy Board meets on a monthly basis

## Corporate Structure

The Academy's Sydney Campus is managed on a daily basis by the Senior Management Team which includes the following members:

Salah Salman	Academy Director General
Mona Abdel-Fattah	Head of Sydney Campuses (Principal)
Mafaz Alsafi	Acting Head of Campus
Nahla Al Ghazawi	Deputy Principal, Primary
Bedrieh Kheir	Senior Teacher
Tarek Khater	Senior Teacher
Wassim Zoabi	Senior Teacher
Fayzah Saleh	Senior Financial Manager
Ibrahim El Kadomi	Office Manager

Abu Dhabi Campus

Sydney Campus



Melbourne Senior Campus



# REPORTING AREA 2

## Australian International Academy

### ABOUT THE ACADEMY

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

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

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

The Australian International Academy is an Islamic school but accepts and welcomes students from many cultures and religious backgrounds.

### COLLEGE VISION STATEMENT

To have graduates who are well prepared and self motivated to advance Australia and to participate effectively as a World citizen with Muslim values

### Values Education

Students at AIA learn about values through living them continually in situation after situation and through the school's curriculum, which places emphasis on character building and a value driven life. The college provides a structure and programs, which allow for ample expression of a set of core values, which are fundamental to the well being of the individual and of humanity as a whole. By living and practicing the values we hope that they become central character traits within the lives of the students.

Values such as cooperation, honesty, humility, peace, responsibility, respect for human dignity, respect for the law and a commitment to ethical behavior are inculcated in students through participation and engagement in numerous learning experiences and opportunities.

Values education at AIA aims to develop students ability to clearly understand, appreciate and articulate their Islamic beliefs and values, listen to and respect other cultures and beliefs and realize that there is a set of core values which form a common bedrock on which to build our lives.

### Student Welfare

Throughout all levels of the school students are encouraged to participate in a wide variety of programmes that enhance their well being, 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 level coordinators, religious education staff and counselors provide guidance and counseling 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 club.

## REPORTING AREA 3 & 4

### STUDENT OUTCOMES IN STATE WIDE TESTS AND EXAMINATIONS SENIOR SECONDARY OUTCOMES

#### HIGHER SCHOOL CERTIFICATE AND INTERNATIONAL BACCALAUREATE DIPLOMA RESULTS 2012

(17% of our yr 12 students achieved an ATAR above 90  
17% of our yr 12 students achieved an ATAR above 80  
28% of our yr 12 students achieved an ATAR above 70  
Average ATAR for the IB group is approximately 90

Average ATAR for HSC group is approximately 64.3  
CONGRATULATIONS TO ALL STUDENTS AND TO THE SCHOOL DUX  
SOHAIB SHEHABELDIN FOR AN ATAR OF 97 IN IB DP

The courses in which students were accepted included Bachelor of Medicine, Bachelor of Engineering, Bachelor of Pharmacy, Bachelor of Policing, Bachelor of Information and Communication Technology, Bachelor of Medical Science, Bachelor of Construction Management, Bachelor of Bus & Com/ Laws, Bachelor of Design Architecture, Bachelor of Speech pathology, Bachelor of IT/ Engineering and Bachelor of Accounting, Bachelor of Podiatric Medicine, Bachelor of Health Science, Speech Pathology

#### Higher School Certificate Results (HSC) – 2012

The retention rate of students staying from year 10 2010 to that remaining in year 12 2012 is 58%.

Year 12 attaining a certificate / VET qualification :

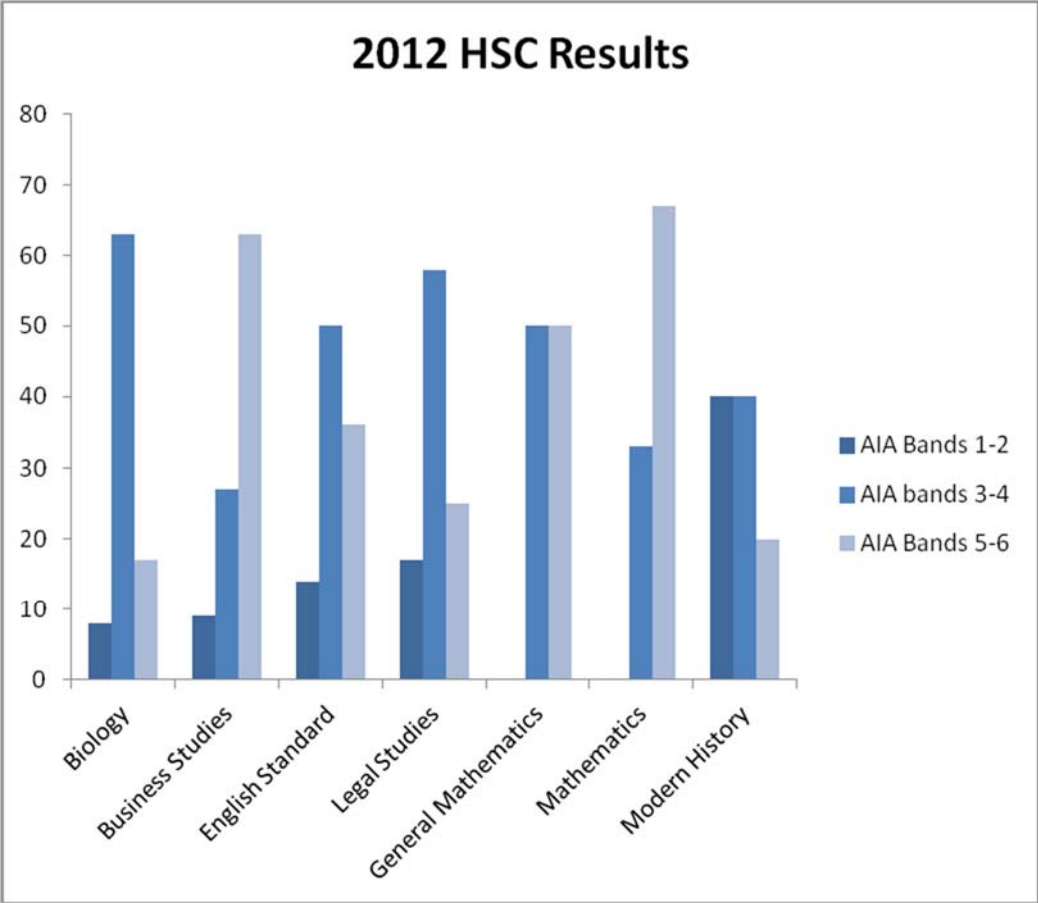
**The information below shows the students' Performance bands in their Higher School Certificate (HSC) subjects.**

#### **2012 HSC Results - % AIA compared to State**

	No. of Student s	AIA Bands 1-2	State Bands 1- 2	AIA Bands 3-4	State Bands 3-4	AIA Bands 5-6	State Bands 5 -6
Biology	12	8	9	63	63	17	26
Business Studies	11	9	11	27	50	63	38
English Standard	14	14	21	50	62	36	16
Legal Studies	12	17	12	58	47	25	40
General Mathemati cs	10	0	20	50	58	50	22
Mathemati cs	3	0	9	33	38	67	49
Modern History	5	40	10	40	43	20	46

REPORTING AREA 3 & 4

STUDENT OUTCOMES IN STATE WIDE TESTS AND EXAMINATIONS  
SENIOR SECONDARY OUTCOMES





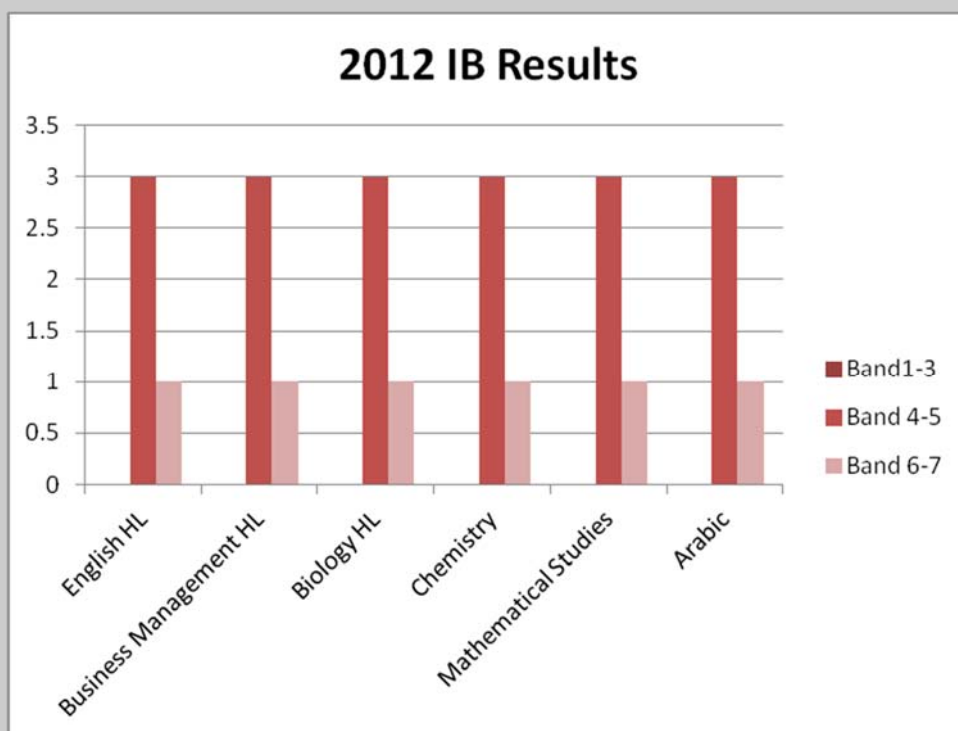
## REPORTING AREA 3 & 4

### STUDENT OUTCOMES IN STATE WIDE TESTS AND EXAMINATIONS SENIOR SECONDARY OUTCOMES

#### HIGHER SCHOOL CERTIFICATE AND INTERNATIONAL BACCALAUREATE DIPLOMA RESULTS 2012

##### International Baccalaureate (IB) Results

The information below shows the students' results out of 7 in the IB subjects. We had 4 students complete the IBDP course in 2012. There were 4 students in each class. HL indicates High Level Subjects and SL indicates Standard Level Subjects.



##### University Entry

We had 14 students sit for the HSC and 4 sit for the IB in 2012. 100% of the 2012 HSC and IB students had commenced tertiary courses at the start of 2013. The courses taken included Bachelor of Media Studies (Communication & Journalism), Bachelor of Health Science/Master of Podiatric Medicine, Bachelor of Engineering, Diploma in Engineering Science, Bachelor of Applied Science (Speech Pathology), Bachelor of Policing, Bachelor of Construction Management, Bachelor of Pharmacy, Bachelor of Health Science, Bachelor of Arts/Bachelor of Law, and Bachelor of Applied Science (Physiotherapy).

##### NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN) 2012

The Australian International Academy participated in the NAPLAN tests. These tests are designed for teachers to identify areas of concern for teaching. 35 students from year 3, 23 from year 5, 46 from year 7 and 35 from year 9 sat for the NAPLAN tests in 2012.

Student performance in NAPLAN can be accessed on the My School website: <http://www.myschool.edu.au>

## REPORTING AREA 5 & 6

### PROFESSIONAL LEARNING AND TEACHER STANDARDS, WORKFORCE COMPOSITION

#### Teacher qualifications

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

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

- Being part of National Partnership Programme, one of our school determined improvement targets for 2012 has been teacher quality which involved staff in professional learning and development in various areas of curriculum, management and leadership.
- A two-hour PD block every week where guest speakers and professionals share their expertise, knowledge and ideas with staff.
- 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 workshopping to improve overall skills.
- Support Staff attend courses related to their area of work.

In 2013 all teaching and non teaching staff participated in professional learning activities provided by either internal or external providers (locally, interstate and internationally) as well as weekly on campus workshops. Divided loosely into categories they included:

Student Management and Welfare, Library, Lexile Reading Programme, CARS and STARS programme, First Aide, Child Protection, Interdisciplinary Instruction, Student Portfolio Assessment, Literacy, Numeracy, Higher School Certificate and School Certificate marking and assessment, Leadership and Management, SMART Data training, Peer Support, Theory of Knowledge, Careers Counselling, Assessment and Reporting, Technology (Interactive whiteboard), Approaches to Learning, Thinking Curriculum, Graphic Organisers, Turnitin, Science, Information & Communication Technologies, Literacy Circles, Art/ Technologies/Sport, Mark Book Reporting, Values Education, In addition, staff participated in internal and external training workshops and conferences for the International Baccalaureate Diploma Programme and the Middle Years Programme (IB DP & IB MYP) etc

In addition, all staff participated in a large number of internal Professional Development on Tuesday afternoons when students are dismissed early. These PD sessions were largely subject based and concentrated on developing curriculum and programmes and developing teaching skills.

Teachers also participated in organised professional development activities on curriculum Days and pupil-free days.

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	39	
ii Having qualifications as a graduate from a higher education institutions within Australia or one recognized within (AEI-NOOSR) gridlines 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	12

## REPORTING AREA 5 & 6

### PROFESSIONAL LEARNING AND TEACHER STANDARDS, WORKFORCE COMPOSITION

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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	12

## REPORTING AREA 7 & 8

### STUDENT ATTENDANCE AND MANAGEMENT OF NON ATTENDANCE, SECONDARY RETENTION RATES and POST SCHOOL DESTINATIONS

#### STUDENT ATTENDANCE

##### AIA Absent rate / Attendance Rate

2012

Class	Absent Rate	Attendance Rate
Kinder	5.10%	94.90%
year 1	3.90%	96.10%
year 2	3.20%	96.80%
year 3	3.50%	96.50%
year 4	4.30%	95.70%
year 5	2.90%	97.10%
year 6	3.20%	96.80%
year 7	3.10%	96.90%
year 8	3.00%	97%
year 9	3.70%	96.30%
year 10	4.00%	96.00%
year 11	3.40%	96.60%
year 12	8.90%	91.10%

Primary	3.80%	96.20%
Secondary	3.40%	96.60%
School	3.50%	96.50%

#### Student Retention Rate from Year 10 2010 to Year 12 2012

The retention rate of students staying from year 10 2010 to that remaining in year 12 2012 is 58%.

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

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

#### POST SCHOOL DESTINATIONS

We had 14 students sit for the HSC and 4 sit for the IB in 2012. 100% of the 2012 HSC and IB students had commenced tertiary courses at the start of 2013. The courses taken included Bachelor of Media Studies (Communication & Journalism), Bachelor of Health Science/Master of Podiatric Medicine, Bachelor of Engineering, Diploma in Engineering Science, Bachelor of Applied Science (Speech Pathology) , Bachelor of Policing, Bachelor of Construction Management, Bachelor of Pharmacy, Bachelor of Health Science, Bachelor of Arts/Bachelor of Law, and Bachelor of Applied Science (Physiotherapy) .



# ATTENDANCE POLICY

## Rationale:

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

## Aims:

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

## Implementation:

- Absences often mean students miss important stages in the development of topics, causing them to find 'catching up' difficult.
- Absenteeism contributes significantly to student failure at school.
- All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
- Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary. Parents have a further responsibility to provide a written note to the school explaining why an absence has occurred.
- A staff member will be responsible for monitoring and investigating student absences. Parents of students who are to be absent are required to telephone the school before 9:00am to report the absence. The absence is then to be confirmed in writing by a note from parents.
- Independent students not living with parents or guardians are also required to provide notes.
- The designated staff member will telephone parents of absent students if communication from parents is not forthcoming. (parents to be contacted on the first day of absence in the case of secondary students,; and on the second day of absence in case of primary students).
- Unexplained or inadequately explained absences will cause the designated staff member to communicate with parents and the student involved so as to implement strategies that will resolve the problem.
- Students who aggregate more than 4 inadequately explained absences within a term, should have their parents contacted by the Level Coordinator requesting documentation on the students absence.
- Senior students (years 10 – 12) are not to exceed the Academy policy regarding absences, i.e. **maximum 5 days per semester**. If the parent refuses to supply any documentation, more than 4 unexplained absences a term will affect the students enrolment. More than 5 absences a term will be notified to Centrelink regarding student allowances.
- Ongoing unexplained absences, or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. The student will also be interviewed to ensure that there are noduty of care issues or bullying which is causing the absences. Unresolved attendance issues of post-compulsory students may result in their expulsion from school. Unresolved attendance issues for students required to attend will result in year level failure and may be reported by the principal to the Department of Human Services.
- Unsatisfactory attendance for each student of more than 4 absences per term must be transferred to the students individual file.
- The principal will ensure all student absences and lateness are recorded each period by teachers, and reported on the students Markbook report. This record is to be handed to the front office at the end of each term.
- Student attendance and absence figures will appear on student half year and end of year reports.
- Aggregated student attendance data is reported as part of the annual report.

## Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

## REPORTING AREA 9

### ENROLMENT POLICY-FEES

- Tuition Fees are payable at least one Term in advance, and then 4 times through the year in February, May, August and November (Year 12 students fees are paid three times with the final payment made in August)
- Fees must be paid within 14 days of rendering of the Fee Account.
- The First child in respect of the Fee policy is the child from the immediate family in the highest year level.
- The 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> child in the immediate family is entitled to the fee remission of 15%. 5<sup>th</sup> and subsequent children are free. These children are then each charged at the 2<sup>nd</sup> child rate. Payment of the full years Tuition Fees in advance before the end of the proceeding year or before the end of January of the New Year entitles families to claim a 5% discount on the Tuition Fee only, upon request.
- No refund of Tuition Fees is given if students are withdrawn before the end of a Term or any reason.
- If the parents of a newly enrolled student, who has not yet attended classes, changes their minds and withdraws the student before the start of a term, an administrative charge of \$250 will be retained from the fees of each student withdrawn.
- All additional charges must be paid with Term 1 Tuition Fee unless an Arrangement for payment instalments has been entered with the College Office.
- New families accept the offer of a place for their child by paying the first term's Tuition Fee and all the additional charges.

Tuition Fee term payments for Year 12 is for three terms.

#### COMPOSITE FEE:

The Composite Fee pays for a range of resources and services provided for students including Incursions & Excursions (including transport), class sets of books, class materials, Student Diary, Annual Magazine, stationery such as paper and photocopying, use of computers, use of furniture, student diaries, lockers, sports equipment etc.

Composite Fees are not refundable if a student is withdrawn during a Term.

Composite Fees must be paid with the First Term Fee payment, or for the first term of enrolment.

#### SUBJECT LEVY:

Subject Levies pay for extra costs incurred in student involvement in Programs that incur extra costs on the school, such as sports programs held outside the school, costs for the use of venues, costs in paying outside Instructors, and materials used by students in D & T programs.

Camps are charged for separately and are not covered by Subject Levies.

#### BUILDING CONTRIBUTION:

The building contribution is capped at \$300 per family. If you have **more** than three children at the school your building contribution remains \$300.

All families ought to pay towards the ongoing construction, maintenance and use of school buildings. The Building Contribution is normally paid with the Term 1 Fees.

The building contribution is tax deductible.

#### REGISTRATION FEES:

\$110 Not Refundable and payable at time of Registration for K – 12 entitles student's name to be entered on to the Waiting List and to the Assessment Process to decide whether or not a place at the College will be offered.

#### ADDITIONAL COSTS:

Book lists are issued to all students at the end of the year. This is a list of books, materials and stationery required by all students of all year levels, for each subject.

Books and stationery specified in the Book Lists are not covered by any fees or charges and must be purchased separately.

Some special programs not part of the normal school timetabled programs must be paid for as they occur. These will be kept to a minimum.

## ENROLMENT POLICY-FEES (cont)

### SHORT TERM LEAVE:

No student is permitted to take Leave from school without the written permission of the school. No fee remissions are given for Short Term Leave no matter for how long the Leave. Teachers are not permitted to provide work for students or supervise the work of students granted Short Term leave. Students taking Leave without authorization will be removed from the rolls and will have to be re- Registered if they wish to seek re-entry into the school. In such cases, all new student admission policies will apply.

### PERMANENT WITHDRAWAL:

12 weeks notice of intention to withdraw a student from the College must be given in writing (by filling a Withdrawal Form at the Office), otherwise a full term's fee must be paid in lieu of Notice. Unpaid Accounts will be given to a collection Agency for collection by all means available.

### PAYMENT BY INSTALMENTS:

Parents may choose to pay the Tuition Fees by Instalments throughout the year, rather than at the Term billing times. Arrangements for payment by Instalments must be entered into in writing with the Office. Families who wish to pay through such an Arrangement must sign a Direct Debit Arrangement on their bank account with the College.

### FAMILY ASSISTANCE SCHEME (FAS)

- FAS is a college initiative fully funded by the college. It is the only mean of fee reduction available. Eligible parents should fill out FAS Forms, sign them, and give them to the office within the set date published by the office every year. Applications received after the date will not be considered
- FAS is not an entitlement to any family, rather it is a privilege granted to families who have financial difficulties and who have more than one student at the college. Families with one child may also be considered but only under exceptional circumstances.
- The full amount of FAS granted to a family will be deducted from fee accounts at the end of each year, though; arrangements will be based on the reduced amount. If fee accounts are in arrears at the end of term three, then the FAS will be cancelled and the family will be required to pay the fees in full.
- Any government assistance provided specifically for educational purposes will be added in to become part of the total FAS for the year.
- Families who undergo unexpected serious financial problems may be considered for **Interim Short Term Assistance** after an interview with the office. In exceptional cases, new families enrolling their children at the college may also be considered for the Interim Short Term Assistance.

# **REPORTING AREA 9**

## **ENROLMENT POLICY AND CHARACTERISTICS OF STUDENT BODY**

### **INTRODUCTION**

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

### **FUNDAMENTAL PRINCIPLES**

Students who are registered for enrolment are not guaranteed a place, as enrolments at all levels are competitive and depend on an evaluative process.

AIA does not discriminate on the basis of religion, ethnicity, race or gender but it will, in some instances, give preference to Muslim students.

Though AIA endeavours to keep families together it cannot guarantee places for siblings of enrolled students. Time on the Registration List is a factor in the consideration of the allocation of places, but it is not the prime or most important factor.

Students with disability will be considered for enrolment if AIA is confident it can provide adequately for the student's disability needs.

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

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

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

### **GUIDELINES**

The Registration fee is not refundable whether or not the student succeeds in being awarded a place (see Registration Policy).

All enrolments are approved by the Head of the Academy or his delegate following a process that leads to a recommendation.

Prep/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.

In years 1 – 10, all students on the Registration Waiting List are considered for any place that comes vacant. The evaluative process allows all students on the Registration Waiting List equal opportunity for selection. Decisions made at the end of the process are final and are not subject to appeal.



## **THE EVALUATION PROCESS**

Families on the Registration Waiting List are notified by the Registrar when a place becomes available in any year 1 – 10 class, and the time the evaluation process is commencing for Prep/Kinder enrolments.

The evaluation process consists essentially of three components, an evaluation of past performance based on Reports, the results of Entrance Tests completed at the school, and an interview with the student and both parents.

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

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

No student will be given preference or any indication of preference at the interview. Until an enrolment has been approved by the Academy Head, or his delegate, no applicant has preference.

An enrolment is accepted by payment of a term's fees and all the compulsory charges. If this acceptance is not completed within the time nominated by the Registrar, the offer will lapse and the place will be offered to another student.

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

## **OFFER OF PLACES**

The Registrar is the only person that can communicate an offer of a place to a student.

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.

Applicants not offered a place may choose to have the registration retained on the Registration Waiting List for future offers, or they may request the name to be permanently deleted.

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

## **PREREQUISITES FOR CONTINUING ENROLMENT**

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

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

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

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

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

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

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

## **TERMINATION OF ENROLMENT**

If the Academy Director, or any person deputing for the Academy Director considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the school or its students or staff, the director or deputy may exclude the student permanently or temporarily at their absolute discretion.

If the Academy Director, school council or the principal believes that a mutually beneficial relationship of trust and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the school, Academy Director, the school council or the principal may require the parent to remove the child from the school.

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

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

## **CHARACTERISTICS OF STUDENT BODY**

Please refer to My School website

## REPORTING AREA 10

### SCHOOL POLICIES

*Full policies are available in the staff handbook , policies handbook and intranet*

#### STUDENT WELFARE AND DISCIPLINE

##### PURPOSE

To promote a healthy, supportive and secure environment for all students and to develop students 'resilience.

##### GUIDELINES:

A student welfare committee will coordinate school welfare procedures.

All teachers will assume responsibility for student welfare, endeavouring to provide successful experiences for all children, where students feel safe and secure in a supportive environment where a sense of belonging and well-being are strengthened.

Students will develop positive social behaviours and problem solving skills.

Staff will be confident, skilled and proactive in the management of student welfare issues.

Communication processes and protocols will be made clear and well known to ensure the effectiveness of student welfare support.

Student Welfare is to be seen as a shared responsibility between school, home and the community.

##### IMPLEMENTATION

The school will appoint a staff member who will coordinate student welfare across the school.

The school will implement welfare support structures and programs which prioritise and address the identified needs of individual students or the school as a whole and that help implement the aims of the policy.

#### ANTI-BULLYING AND HARASSMENT POLICY

##### Rationale

The Australian International Academy is committed to creating a safe and supportive environment for all members of the school community and does not tolerate behaviour that de-values and undermines others. Bullying is behaviour that is unacceptable and will be dealt with seriously and promptly in the spirit of resolution.

##### Suggested guidelines for intervening

Intervene immediately and inform students that bullying and harassment will not be tolerated.

Report the incident(s) to the year level coordinator by completing a *Bullying/Harassment Report Form*. (*Refer to Appendix 1*)

The year level coordinator to talk to bully and target separately. If more than one bully is involved, talk to each separately, in quick succession

Expect the bully(ies) to minimise and deny their actions. Refer to school rules and anti-bullying/harassment policy in telling the bully(ies) why their behaviour is unacceptable. Tell them what behaviour you expect of them. Inform the bully(ies) of sanctions which will be imposed.

Reassure the target that steps are taken to prevent a recurrence of the situation.

Notify parents of the incident(s), preferably on the same day and follow up with an interview if it is deemed necessary (involve parents in implementation of an action plan).

USE "METHOD of SHARED CONCERN" to help resolve the situation (*Refer to Appendix 2*)

Monitor behaviour of the bully(ies) and safety of the target.

Regularly provide feedback to parents and other teachers until the situation is clearly resolved.

For the target, involve them in groups and situations where they can make appropriate friends, develop social skills, develop assertiveness skills, etc...

For the bully(ies), provide re-education (tolerance, anger management, social skills development) and application of appropriate sanctions – removal of privileges, detentions, etc...

If bully(ies) will not change the behaviour despite all efforts, they and not the target should be removed from class or school. (This will send a clear message to all students and sets the tone for the future).

***The above has been adapted from *Bullying: Information for Parents and Teachers* by Sudermann, Jaffe and Schieck (1996)***

## Reporting area SCHOOL POLICIES

### DISCIPLINE POLICY

(the following is an extract from the Discipline Policy. Full text is available in the students diary, intranet, Policies Folder, Staff Handbook, Parents Handbook, and a copy can be given or posted upon request).

Student Management Policies (including the Discipline Policy) regulate the smooth and harmonious functioning of the school and help maintain an environment in which all may work productively and safely. The Discipline Policy sets out the acceptable and unacceptable behaviours that regulate good order within the school, procedures and processes, sanctions and consequences. All student management policies are based on procedural fairness.

In summary:

- Students are required to abide by the School's Rules and to follow the directions of teachers and other people with authority delegated by the school.
- Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the school, staff members or other students, the students may be subject to disciplinary action.
- The disciplinary procedures undertaken by the School will vary according to the seriousness of the alleged offence and are clearly stated in the different related policies. When advised of the allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.
- The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. Corporal punishment is not permitted.
- The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.
- 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 not to be possible, to be fair to all parties involved in any incident or issue that might have led to the grievance, the procedures established enables all parties to the grievance to put their points of view to independent and uninvolved arbiters in a fair and objective forum at minimal or no cost. (please see Grievance Policy)



## **Reporting area 10**

### **SCHOOL POLICIES (cont)**

#### **POLICIES FOR COMPLAINTS AND GRIEVANCES**

Students and/or parents like staff, are entitled to have their grievances heard and resolved by the Academy by following the appropriate processes. The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate principles of procedural fairness.

The full text of the school's policy and processes for complaints and grievances resolution is provided in the Staff Handbook as well as in the "Policies Folder" placed in the foyer. An outline of the policy and processes is also provided in the Parent Information booklet, the student diary and Students' Handbook. Copies of the full policy and procedures are given upon request.

Staff are reminded annually of all policies at the start of each year and they have access to the full policies on the intranet.

Excerpts of policies are found in the students diary and year level handbooks.

## REPORTING AREA 11

### IMPROVEMENT TARGETS

2012 has been another year of consolidating and embedding the changes and structures that were introduced in previous years to support the AIA Sydney school community 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 2006/2007 continued on throughout 2012. The modest achievements made in 2012 are another great incentive for the AIA community to continue to face the challenges and see them as opportunities for further gains.

AREA	PRIORITIES/TARGETS/ WORK IN PROGRESS
<b>Curriculum, Teaching and Learning</b>	Enrichment of the curriculum and staff professional development to improve the level of academic achievement. Further development of the International Baccalaureate Programmes (IBDP and MYP). Continued establishment of digital classrooms and staff professional development in technology. Consolidating a whole school approach to improvement to achieve the best possible teaching and learning environment for students and staff. Continued staff training and consolidation of BOS and IB Programmes (Diploma and MYP) NAPLAN testing and requirements.
<b>Leadership and Coordination</b>	Consolidating organisational structures to maximise opportunities to learn. Leadership training and expanding positions of responsibility. The involvement of an informed and coordinated leadership team with clearly defined roles.
<b>Standards &amp; Targets</b>	Setting high expectations of quality teaching and learning along with a shared understanding of the standards to be achieved and the targets established for students.
<b>Assessment &amp; Reporting</b>	Setting in place a system of continuous monitoring and assessment of student progress. Consolidating Portfolio assessment.
<b>Intervention and Special Needs</b>	Targeted support for students who need additional assistance. Improving facilities (science lab, art room, classrooms, sick bay, playground etc)
<b>School and Classroom Organisation</b>	Ensure that teaching & learning is supported by ICT; teaching & learning promotes understanding of academic honesty; teaching & learning meet the needs of all students.
<b>Home, School &amp; Community Partnership</b>	Developing genuine partnerships between teachers, parents, neighbouring schools and the wider community to support and extend student learning.
<b>Staff Professional Development</b>	Staff professional development and training especially in accreditation, professional standards, assessment, the International Baccalaureate Middle Years Programme (IB MYP) and the IB Diploma Programme and embedding recognised best practice in the teaching & learning. Involving professional consultants to work with staff in the areas of literacy and numeracy, mental health and continued promotion of NSWIT Accreditation
<b>Facilities</b>	Continue improving our facilities

## REPORTING AREA 11

### IMPROVEMENT TARGETS

#### School Determined Improvement Targets National Partnership

The Australian International Academy is currently participating in the National Partnership. In 2012, staff at AIA analysed results from previous ‘in –school’, NAPLAN, School Certificate and Higher School Certificate testing to identify areas of need.

The school has a high proportion of students who come from Non English speaking backgrounds and low socio-economic background which impacts their literacy, and which affect their competencies in all key learning areas. Our students' NAPLAN test results and classroom assessments indicate that many of our students are under- represented in the top bands for literacy. However, our students perform better in Writing and Spelling with our student growth results being greater than or equal to the expected growth. Furthermore, according to our parent, student and staff surveys indicate many areas worth celebrating, with the school achieving higher than the National Benchmark in almost all areas of the surveys.

## **Our Intended Outcomes are as follows:**

### **LITERACY**

Increased number of students achieving in the two higher bands in Reading in Years 3,5,7 and 9  
Decreased percentage of students in Year 7 performing at or below National Minimum Standard  
Consistent improvement in NAPLAN data in literacy particularly, the Reading strand  
Increased rate of borrowing books from the library amongst students in K – Yr 9  
Increased High School participation in Premier Reading Challenge

### **TEACHER QUALITY**

Informed teaching and learning programmes for Years 3, 5, 7 and 9 through standard practice of collection and analysis of NAPLAN data  
Enhanced school leadership capacity for school improvement  
Strengthened capacity of staff from all key learning areas to teach reading / literacy across the school  
Improved students' results through teachers' use of a variety of effective pedagogical strategies

### **STUDENT ENGAGEMENT**

Increased student retention rates, especially in Year 10 to Year 11, Year 11 to Year 12  
Established social and intellectual growth through a school/classroom climate that promotes excitement about learning  
Improved teaching and learning environment where students feel they “belong”, are knowledgeable, responsible and caring

### **COMMUNITY ENGAGEMENT**

Strengthened relationship between the school, parents and the wider community  
Increased community satisfaction with the service provided by the school

Valuable resources have been purchased in the first year of the NP. The school has invested in excellent programs, innovative resources and technology as well as training of staff in different programme implementation and follow up. The AIA has expanded its Leadership positions throughout the school with an emphasis on teacher quality. The National partnership will give the AIA an advancement that will heighten our sustainability of reforms. The time release and planning will continue to improve teacher programming beyond the NP.

Further time release for teachers to plan and analyse data is required. Other Professional Development is still required to supplement the Leadership roles and teacher quality within the school community. This will strengthen the school's **pedagogy for many years to come.**

## REPORTING AREA 12

### INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Values Education is an integral part of the AIA curriculum and ethos, and students learn about values through living them continually in situation after situation and through the school's curriculum and extra curricular programme, which places emphasis on character building and a value driven life. The school wants students to feel valued and cherished and to recognise that they are an integral part of the school community. Our Values, Interfaith and Harmony Programme Coordinator provides the structure and programmes which allow students to practice a set of core values which are fundamental to the well-being of the individual and of humanity as a whole. By living and practicing the values, the students will, we hope, adopt them as central character traits within their lives.

Students have participated in a number of interschool / interfaith programmes with students from other schools (independent, state, Catholic and Jewish schools) where they jointly attended classes and cultural activities which allowed them to get to know each other as Australians from a wide variety of cultural backgrounds and beliefs. The program has greatly assisted in promoting respect for the individual and the rights of others. A whole school Community and Service programme-Years 6 to 12.

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 serves 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 initiatives undertaken at the Academy throughout 2012 promoting respect and responsibility:

- Through Community and Service involvement students work with the community in nursing homes, children's hospital, disabled homes, charity organisations etc;
- Mobile Phone training for the Elderly which involved our year 11 students training the elderly in using mobile phones; 2012 has been the third year in the programme and has been very successful.
- The Academy's Islamic values of respect for human dignity, service to others and responsibility are promoted explicitly in Fridays' religious sermons and in our daily prayers;
- Leadership Training courses and activities for students;
- National Anthem is sung at our weekly assemblies;
- Middle School students organising a Neighbours Morning Tea.
- Students participated in numerous environmental projects promoting respect and care for our environment;
- Weekly School Assemblies with many opportunities to raise awareness of issues related to respect and responsibility in the school, local and international community;
- Students' involvement in ANZAC Day memorial service and the laying of wreaths;
- Year 8 students assisting in Year 7 induction and transition programme;
- Pastoral care camp for Year 7;
- Year 9 sports Camp, Year 10 spiritual journey to Mecca (Umra);
- Interschool, interfaith and sports programmes;
- Promoting the IB Learner Profile and IB Attitudes which emphasise respect and responsibility;
- Activities with school Liaison Police Officer and Youth Liaison Officer to promote safe behaviour and respect
- SRC in the Junior, Middle and Senior School play a vital role in promoting harmony and student involvement in service and school activities which foster care, compassion and responsible behaviour;
- Involvement in Peer Support Programmes as a whole school;
- Girl Guides for Years 3,4,5 and 6
- Pastoral Care Programmes
- International Women's Day activities promoting and celebrating women's achievements;

## REPORTING AREA 13

### PARENT, STUDENTS AND TEACHER SATISFACTION

A series of surveys were conducted amongst students, staff and parents at various times throughout the year. Furthermore, a series of parents, staff and student surveys were conducted by **The National School Surveys** organisation which is a division of Victorian Counselling & Psychological Services (VCPS). 2012 has been the second year to conduct this survey with extremely positive improvements in parent, staff and student satisfaction rates. VCPS has been in operation for 23 years, providing psychological and mental health services to individuals, schools and organisations.

Respondents were asked to rate nine key areas, with each area consisting of approximately 4 to 8 items (questions) to measure the overall area. Respondents were asked to rate the items on a scale of 0-5 according to their agreement. Based on staff surveys conducted, students' questionnaire regarding their contribution to the learning process as well as their teachers' contributions, and parents comments and feedback, it is evident that there is a high level of confidence in and satisfaction with school administration, with the teaching and learning and with the way things are progressing.

**The following were the key areas surveyed for all respondents:**

- Guidance and Support
- School Environment
- Teacher Quality
- Curriculum
- Learning Opportunities
- Personal Development
- Technology and Resources
- Leadership and Management
- Parent Communication (parents surveys)
- Student Behavioural Values (students surveys)
- Student Relationships (students surveys)
- School Communication (staff surveys)
- Morale (staff surveys)
- Goal Congruence (staff surveys)

#### Australian International Academy's Results (N=43) compared with Overall Sample (N=11,967)

Your school's results are compared with the overall benchmarks.  
Green percentage scores indicate that your school is higher than the National Benchmark.

The "Difference in 2012 Mean Score" column shows the difference between your school's 2012 Mean and the National Benchmark Mean.

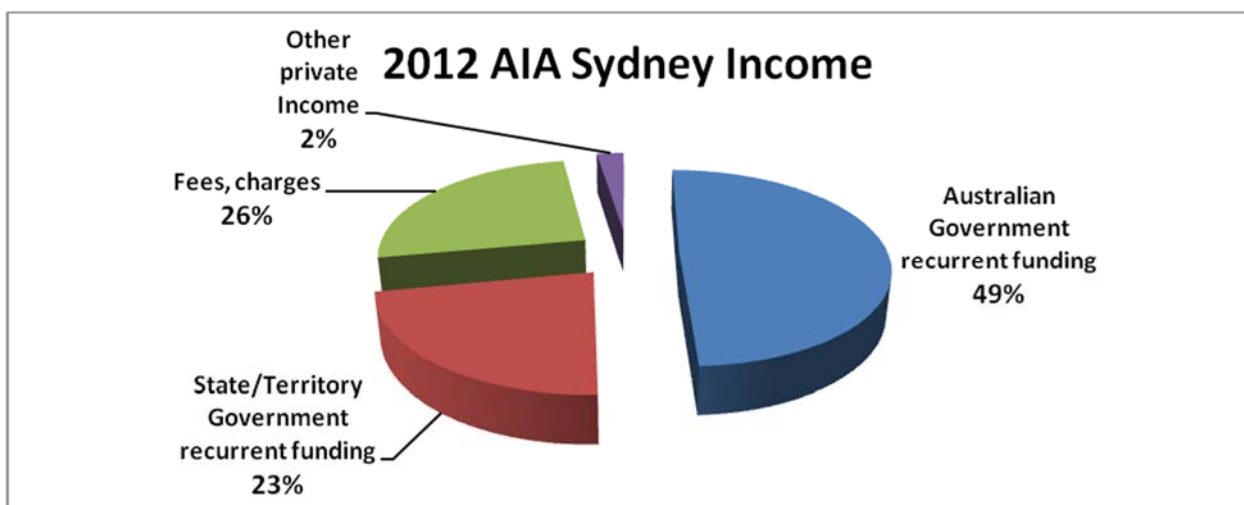
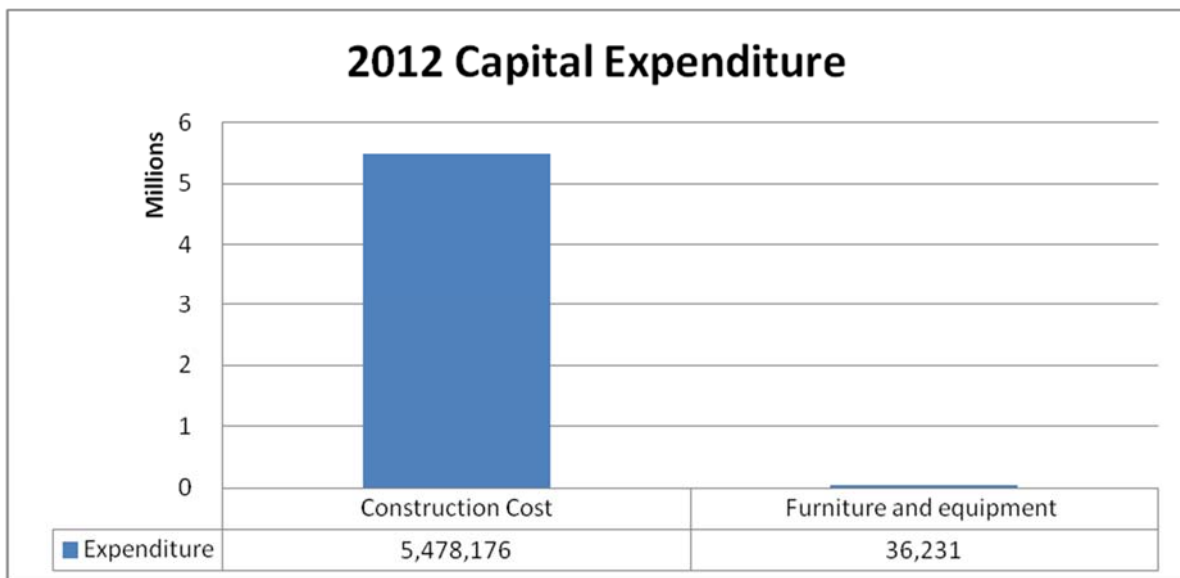
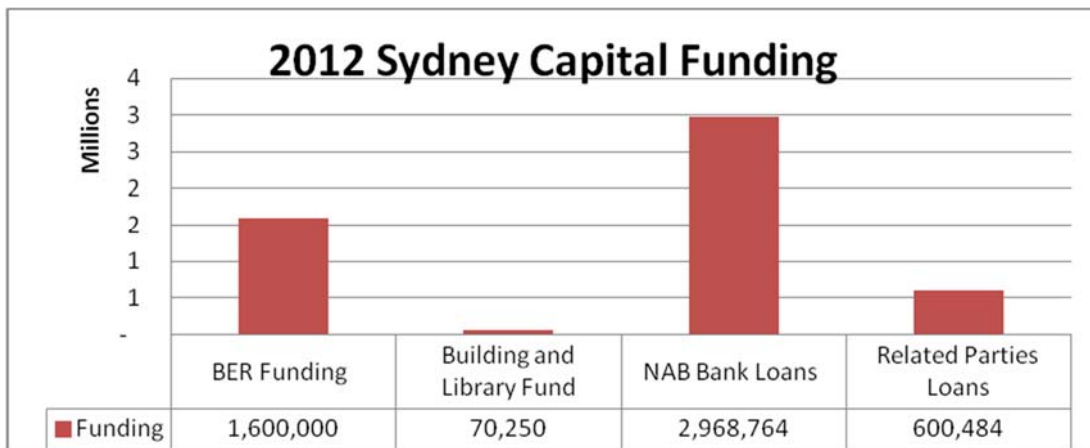
Key Area	National Benchmark Mean	2012 AIA Mean Score	2011 AIA Mean Score	Difference in 2012 Mean Score
1. Guidance and Support	72.5%	89.5%	78.1%	+17.0%
2. School Environment	73.7%	89.7%	79.0%	+16.0%
3. Teacher Quality	68.9%	89.7%	77.4%	+20.8%
4. School Curriculum	68.5%	85.2%	73.5%	+16.7%
5. Learning Opportunities	71.9%	88.4%	78.6%	+16.5%
6. Personal Development	69.5%	88.1%	76.9%	+18.6%
7. Parent Communication	70.4%	84.8%	73.7%	+14.4%
8. Technology and Resources	74.7%	87.4%	76.0%	+12.7%
9. Leadership and Management	70.2%	92.3%	78.5%	+22.1%
OVERALL	71.1%	88.3%	77.3%	+17.2%



**REPORTING AREA 14**  
**SUMMARY FINANCIAL INFORMATION**  
**ACADEMY SENIOR FINANCIAL MANAGER- Ms Fayzah Saleh**

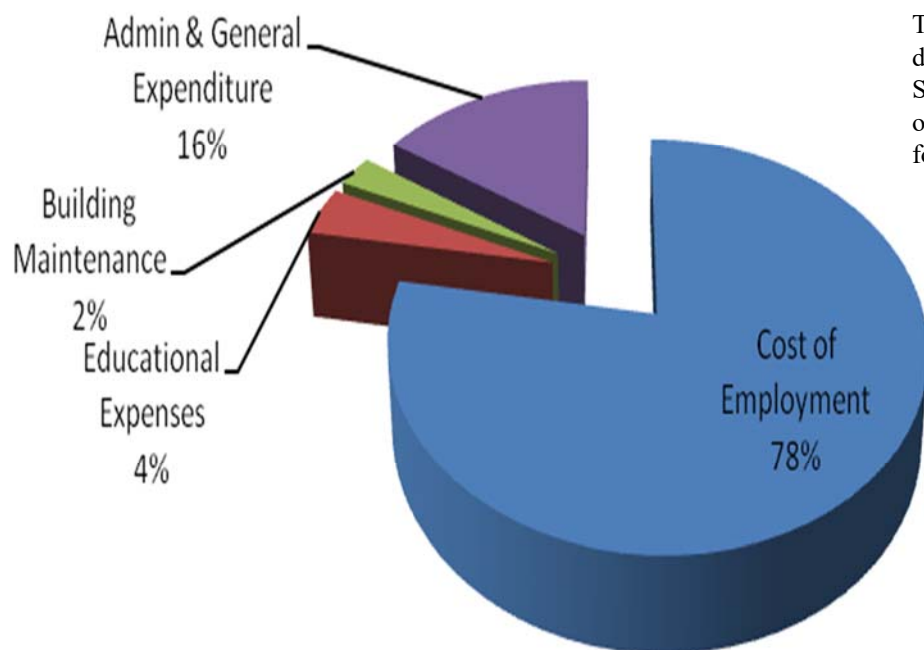


Obviously the cost of Capital work in 2012 school year was the major expenditure for the year.



In addition to Kellyville construction another successful year for AIA has just passed in Strathfield Campus. The following tables and charts indicate Strathfield's operating income for 2012 calendar year.

## 2012 AIA Sydney Operating Expenditure



The table below demonstrates Strathfield Campus's operating expenditure for the calendar year







