



AUSTRALIAN INTERNATIONAL ACADEMY

EDUCATIONAL FINANCIAL ANNUAL REPORT

2019, Strathfield

Advancement
Determination
Faith

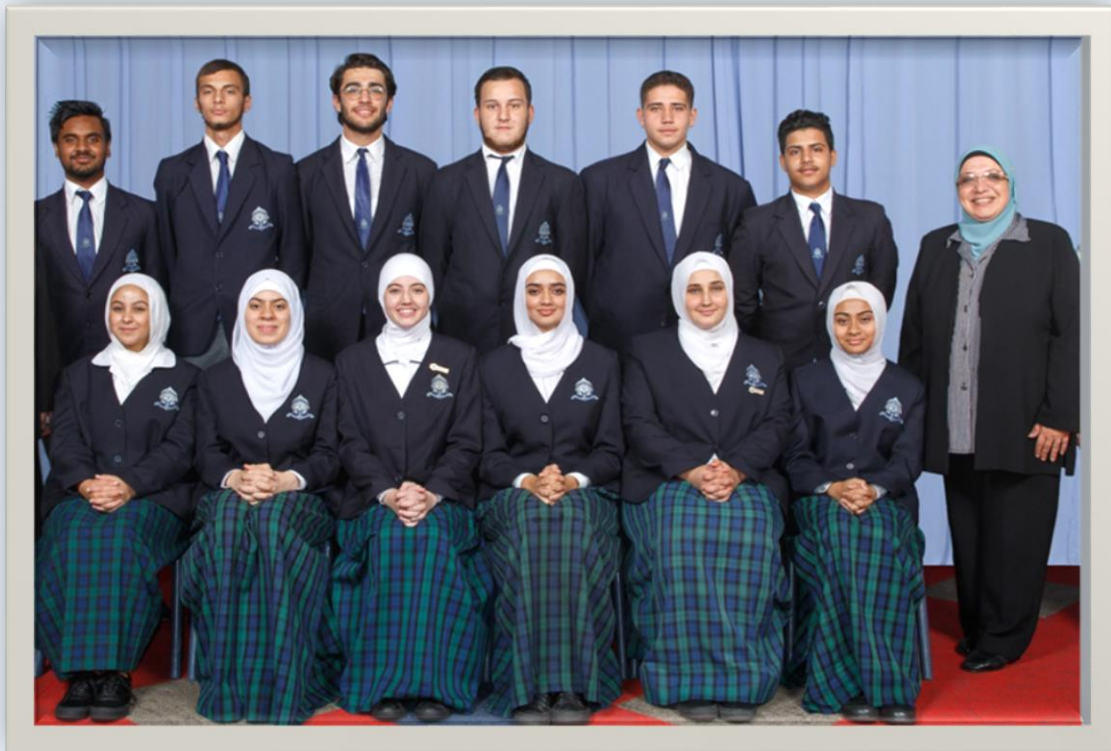
EDUCATIONAL FINANCIAL ANNUAL REPORT

AIA Vision Statement

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

Mission Statement

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



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REPORTING AREA 1

MESSAGE FROM KEY SCHOOL BODIES

Message from the Academy Director

Mr SALAH SALMAN AM

ACADEMY HEAD'S MESSAGE

Dear Students, Parents, & Friends

Assalamu Alaikum Wr. Wb.

AIA Strathfield Campus: It has been a leading Academic IB & HSC School throughout the years, despite of the small classroom sizes and restrictive buildings.

The Academy 37 Years of Developments: The Thirty Seven years period in the Academy's history accounts for the Academy's developments and progression. That period in the Academy's history reflects clearly different stages in the Academy's growth and advancement in different fields.

The remarkable success of the Academy in the academic, social, physical, and sport fields were evident throughout the 37 years. The Academy has developed tremendously over these years to become a flourishing, inspiring, and leading international educational organization in Australia.

The Tradition of Excellence

Alhamdulillah, the Academy has maintained its Tradition of Excellence throughout the years. The Year 12 Results for 2019 in all campuses are further evidence in that direction. The results were excellent by all measures.

Furthermore, the Academy's NAPLAN results were another further step in the Tradition of Excellence. The Academy received a congratulation and acknowledgement from ACARA for the very improved student results in literacy and numeracy.

AIA Strathfield Campus 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



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

Mrs. Melinda Baarini

Board Chair

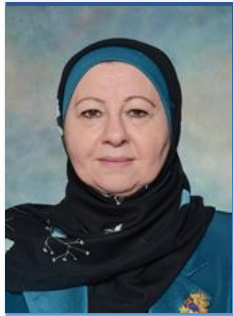
Assalam Alaykum Wr Wb

On behalf of the board, I would like to welcome all of the families that haven't joined AIA this year. I would also like to take the opportunity to thank teachers, staff, parents and students for their continued support over the years.

This year we have seen the school's academic results continue to flourish.

Our NAPLAN, HSC VCE and IB results continue to prove that our teachers and students are the embodiment of determination, advancement and faith. There has also been tremendous accomplishments within our athletic and extra-curricular activities. Inshallah our students and teachers will continue to make us all proud. We are excited to introduce the IB curriculum at our Caroline Springs and Kellyville campuses in the near future. Inshallah this will help provide our students with the best opportunities. Furthermore, security has been upgraded across all campuses. This helps us continue to ensure that our campuses are safe environments for students, staff and visitors. On behalf of the board I would like to take the opportunity to thank everyone that is directly and indirectly involved in making AIA the success that it is. We would like to wish the departing year 12's the best of luck with their future endeavours.

Inshallah everyone has a safe and happy holiday.



REPORTNG AREA 1

MESSAGE FROM HEAD OF CAMPUS

MRS MAFFAZ AL SAFI

From the Principal

The end of the year is a time for reflection and celebration. As we look back over the year we are struck by the many things we have to celebrate at Australian International Academy. What a fantastic year it has been!

I congratulate all the students and staff on a productive and positive school year. It has been terrific to watch the growth in all of our students both socially and academically as the year progressed. Student independence and confidence has soared under the guidance of our excellent staff and through their participation in exciting curriculum opportunities including a number of excursions and incursions related to our learning.

The orderly learning environment in our school is something we take for granted, but is often commented on by visitors to our school. Student dress, class conduct and work ethics all contribute to making our school a harmonious place.

Undoubtedly one of the many highlights of the year was the Primary School Concert along with the Year 12 Graduation. Some of the events we experienced included Eid Concert and the Character Parade and the School Harmony day. Students have had the opportunity to attend a number of excursions. We have participated in swimming lessons, learned about Financial Literacy, Coding and traffic safety.

The dedication and hours of rehearsals from staff and students is to be commended. The final performances were a testament to the professionalism and a hard work from the team and the support from families and friends. Many thanks also to those parents who gave up their time to attend to encourage their children and the other students and contribute positively. Camps continue to be a feature of the school with the success of the Year 5, 7 and 9 camping program. It teaches kids independence and resilience. This year students thoroughly enjoyed their experiences.

AIA students also did very well on the athletic field representing the school in a range of sports. Thanks go to all those staff members who volunteered their time and expertise to coach teams this year. It has been a pleasure to visit all classes to be greeted by excited, happy faces all eager to share their learning experiences with me. I am proud of all of our students and what they achieved this year. Every single student has improved in some area whether it be academically or socially and I commend them for their efforts. End of Unit & Inquiry assessments were conducted in all year levels. Preparations for this assessment give students a taste of what they will encounter in their later years of schooling. Year 6, 8 and 10 have participated in (VALID) Validation of Assessment 4 Learning & Individual Development test in Science. VALID test includes multiple choice, short answer responses and extended response tasks that are grouped around real-world issues based on scientific investigations. A personal report for each participant is sent to parents to describe the science knowledge and skills demonstrated by the student in the test. VALID test encompassed evaluation of literacy and numeracy in the world of Science, which is essential skills for our students to grasp.

We are teaching our students subtly the ability to be responsiveness as the different modes of communication is a norm. The winning learner currently is one who recognizes this and insists upon a culture of responsiveness. Whether the communication is email, voice mail, a note or a tweet, responding shows you care and give their colleagues a say, allowing them to make a positive impact on the institute he/she is part of. Adaptability is another attribute we like our students to acquire. There has never been a faster-changing and evolving marketplace than the one we live in today. Students must be flexible in managing changing opportunities, challenges and nimble enough to pivot at the right moment. Stubbornness is no longer desirable to most organizations. Instead, humility and the willingness to adapt is the mark of a great person.

The current climate suggests that students don't need to know more information any longer as it is all available online, and what students need is "21st century skills", that is, the ability to work in a team, to be flexible and creative and to be able to respond in any situation in a positive way. However, looking forward at the current global situation, it is hard to understand most of what is occurring without some fundamental knowledge, be it of geography, history, culture, science and mathematics. Even if you are just visiting a different country, without some prior knowledge of that country's history and development, it can be hard to interpret what you see, let alone understand its politics, society and culture.

As AIA, is an IB world School, it is essential that we audit our content as much as possible to ensure that our students are getting a good balance of "the why" and "the how". Later this year we will audit areas where students are receiving skills of logic and argument which go hand in hand with factual information in terms of making sense of that information. That is also part of having a global understanding, given the sheer volume of information our students have access to and the new phenomena of "alternative facts". We want students to be better able to not only sort out facts from opinions or facts from alternative facts, but then apply that knowledge in a rational argument. Therefore, debating and public speaking skills were implemented and taught to enable students to debate constructively to prove their point. Write a book in a day was another incredible exercise, which was reflected by the participating students as an unforgettable experience.

Finally, I would like to take this opportunity to thank staff who has worked tirelessly in ensuring that our students are given excellent grounding on which they can approach their future challenges.

Furthermore, I would also like to thank all students and families for their contributions that have ensured a successful year, and for their ongoing interest in their child's education and their willingness to work with the school to support their children.

While we say goodbye to 2019 I look forward to the challenges 2020 will bring.

I wish everyone all the best for the future.



REPORTNG AREA 1

MESSAGE FROM DEPUTY PRINCIPAL:

DR NAHLA EL GHAZAWI

From the Deputy Principal

Another successful school year has come to an end! The hard work of our students, families and teachers throughout the school year has finally paid off.

I would like to take the opportunity to acknowledge the efforts made by our students and staff at AIA during this academic year. I would also like to express my appreciation to all the generous support given by the parents during this year. I have enjoyed meeting and working with parents throughout the school year to provide the best possible learning outcomes for our students at AIA.

The year's end always brings with it a wonderful sense of success. So many things have been achieved this year! The end of each school year also brings a mixed feelings for both students and teachers. They're excited about the summer holidays ahead and looking forward to the new learning opportunities coming in the new year. But the end of school also means saying goodbye to our students who are leaving us at the end of this academic year. I'd like to wish them all the very best on their journeys. As the academic year winds down and as the school year draws to a close, it is an important time to stop and reflect on this past year. It's also an opportunity to take a deep breath and ask yourself:

“What are the three most important things you achieved this academic year?”

“What are the three most important things that you would like to achieve academically next year?”

I would like to thank all staff for their hard work this year. It has been a great year and they have continued to provide the best education for our Primary School and Secondary School students at AIA. I would also like to thank all parents and carers for their support this year. A great deal of what we do in school cannot be achieved without your cooperation and assistance.

Many thanks and we look forward to working more closely with you next year. Finally, I would like to wish all our students all the very best on their journey.

All the learning begins with simple phrase “I don’t know.”

Dr Nahla El Ghazawi



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

This year proved to be a year of academic growth for our Primary School students. It was wonderful seeing our students' Islamic knowledge grow and their Quran memorisation improve. This year, students inquired into 'How we express ourselves,' as Muslim and 'How the world works.' In Semester One, students explored the way the Islamic faith is expressed through different actions.

In Semester Two, students explored how people of different faiths connect to the natural world and its laws. Students also explored the Islamic teachings in relation to the mannerism of dealing with the natural world. Students explored the way worship affects a human's physical body. Students also explored the consequences of our actions on the natural world, and what action do we have to do as Muslims to maintain a healthy environment; a healthy world. It was rewarding to see the students advance in their Quran memorising skills. Often, students worked with their 'Quran memorisation buddies' to build on their Quran memorisation skills.

As 2019 comes to an end, the Islamic Studies Department at AIA Strathfield wishes students a fruitful holiday and we look forward to seeing our Primary School students for another fruitful year, next year, 2020.

REPORTING AREA 2

CONTEXTUAL INFORMATION ABOUT THE SCHOOL

AIA is an incorporated association and is governed by an Academy Board. The Academy Board is responsible for overseeing the Campuses management and its financial operation, the safety and welfare of students and staff, and the education programs and the policies of the Sydney, NSW Schools.



ABOUT THE ACADEMY:

ACADEMY HISTORY

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

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

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

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

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

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

The Australian International Academy is an Islamic school but accepts and welcomes students from many cultures and religious backgrounds. Australian International Academy (AIA) is a K-12 College with 2 campuses in Sydney, NSW- namely Sydney Strathfield Campus & Sydney Kellyville.

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

The school enrolments for 2019 number are 452. The number of the students are 251 in the primary and 201 in the Secondary. Furthermore, school numbers have been increasing steadily over the past five years and we have long waiting lists, however limited physical space available.

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

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

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

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

Values Education

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

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

Student Welfare

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

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

Co-Curricular Programme

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

News from Resource Centre/Library

Lifelong learners is our motto for our students and this can't be achieved without linking the students to the wider communities, such as Public libraries and other educational intuitions.

Parents play essential role in backing us achieving that goal, by joining their children to obtain a membership with the public libraries, make regular visits, and familiarize their children on how to retrieve information with the guidance of the librarians. Being part of a library gives your children opportunities by providing access to an immense amount of high-quality information. Together as a team, we can support students building their knowledge and assist them in developing their own leadership skills.

This year students were engaged in different type of activities. Earlier this year the library invited Therese Baldwin from Bankstown Library, to give year 6, 8, and 10, a presentation to support the students with their research skills.

The library has celebrated "International Mother Language day" by inviting parents to read books to the students in different languages.

Our academy have joined over 1 million young people from Australia and New Zealand to celebrate National Simultaneous story time. Students from K -2 enjoyed listening to "Alpacas with Maracas" written by Matt Cosgrove and created their own alpacas.

Book fair and Premiers Reading Challenge were also the highlights of the year with a great participation by Primary and High School students.

Your input will contribute towards reaching our goals, your criticism is our feedback for working towards a better outcome and guide us for improved practice. We would love to hear your ideas.



School Chaplain

Amongst the requisite tasks of an Islamic School is to build confidence and Islamic personalities who will lead the Ummah into the future. A careful reading of the prophetic biography (*seerah*) shows that many of the companions e.g. Mus'ab bin 'Umayr to Anas bin Malik, were in fact young youth who were confident in their Islam and therefore, made positive contributions to the world.

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

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

To complement this, students are also required to participate in extracurricular activities which are aimed at further building their Islamic personalities. For example, students from year 7 and 9 went on a school camp where they were not only involved in fun activities such as abseiling, rock climbing and mountain biking, but also participated in Islamic activities such as group prayers throughout the day and night, and short reminders after each prayer. Students also used this opportunity to strengthen their relationships with their peers, teachers and school chaplain who was present during the camps.

In year 10, students are also treated to the opportunity of performing 'Umrah as well as visiting the City of the Prophet, Al-Madinah. This, of course, is not only a major highlight of their schooling career, but an experience that they will have with them for life.

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

REPORTING AREA 3

STUDENT OUTCOMES IN STATE WIDE TESTS AND EXAMINATIONS

NAPLAN 2019 ANALYSIS

ASPECT – year 3 – 31 STUDENTS	STATE MEAN	AIA MEAN	Above/ below
Reading	436.97	440.3	A
Writing	429.61	441.4	A
Spelling	428.58	461.1	A
Grammar & Punctuation	448.06	456.6	A
Numeracy	414.82	413.5	SAME

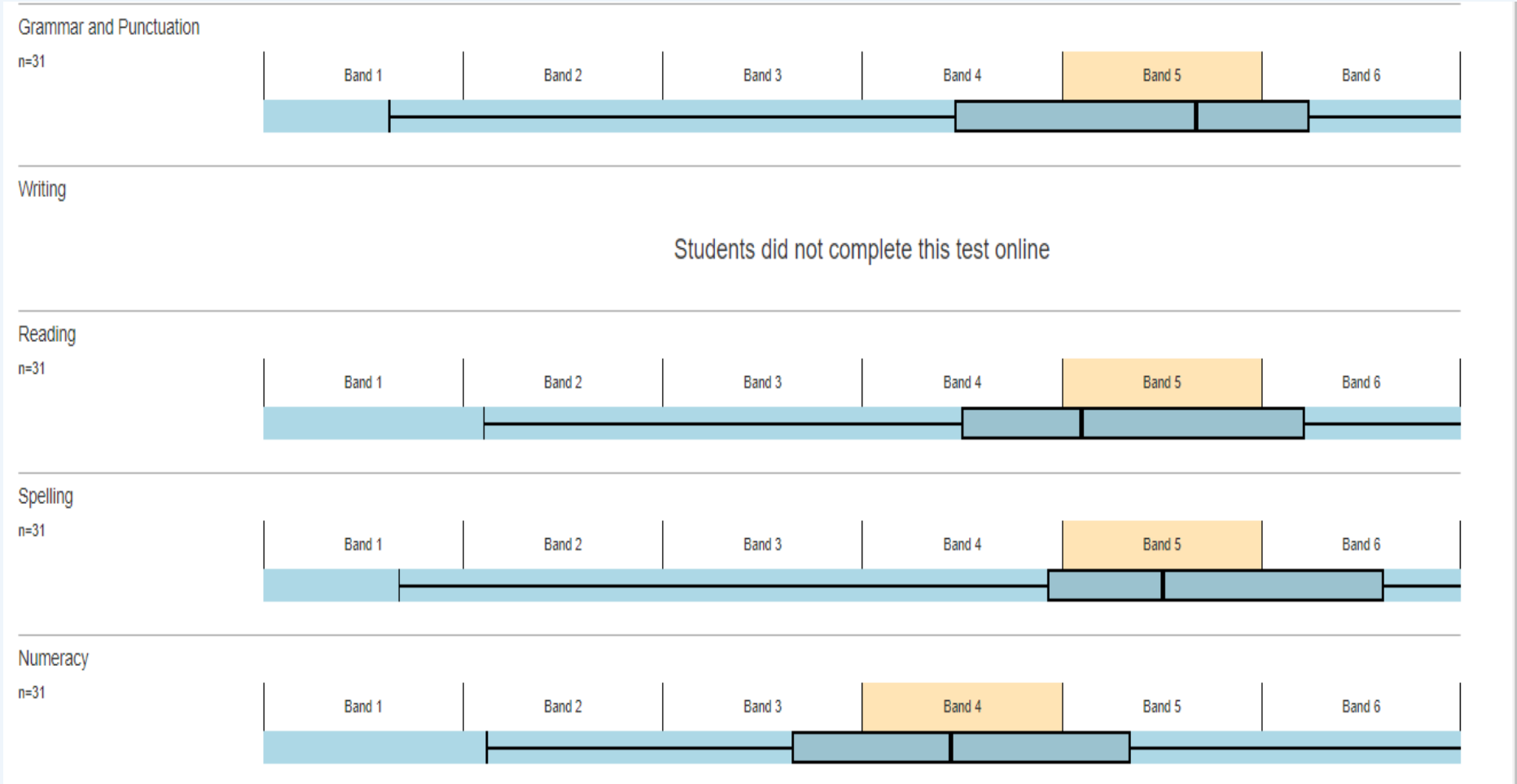
ASPECT – year 5 – 39 STUDENTS	STATE MEAN	AIA MEAN	Above/ below
Reading	509.12	495.0	B
Writing	479.18	469.1	B
Spelling	508.27	516.0	A
Grammar & Punctuation	505.81	502.6	B
Numeracy	501.35	486.1	B

ASPECT – year 7 – 44 STUDENTS	STATE MEAN	AIA MEAN	Above/ below
Reading	549.59	561.6	A
Writing	516.83	519.6	A
Spelling	553.29	574.6	A
Grammar & Punctuation	545.94	559.0	A
Numeracy	560.82	568.1	A

ASPECT – year 9 – 36 STUDENTS	STATE MEAN	AIA MEAN	Above/ Below
Reading	586.56	573.4	B
Writing	552.29	562.0	A
Spelling	590.52	610.2	A
Grammar & Punctuation	579.0	574.1	B
Numeracy	599.71	575.8	B

NAPLAN 2019 Class Summary Report

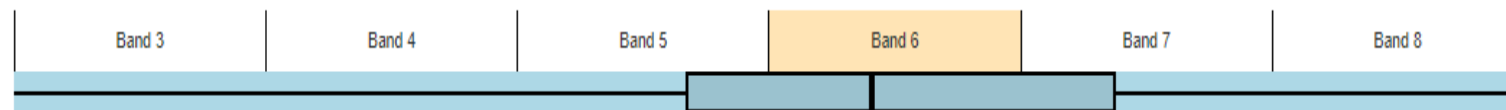
Year 3 NAPLAN 2019



Year 5 NAPLAN 2019

Grammar and Punctuation

n=39

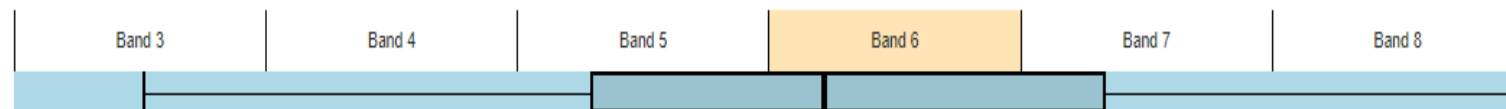


Writing

All test scores fall to the left side of band 3. The graph cannot be displayed.

Reading

n=39



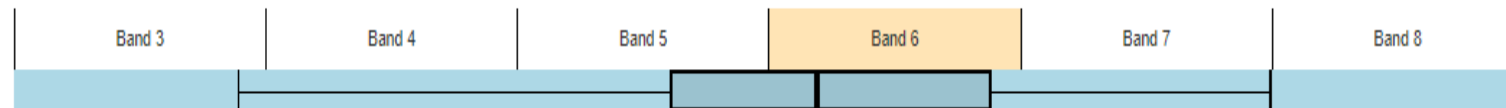
Spelling

n=39



Numeracy

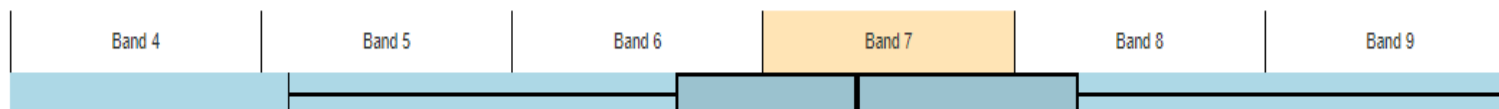
n=39



Year 7 NAPLAN 2019

Grammar and Punctuation

n=44

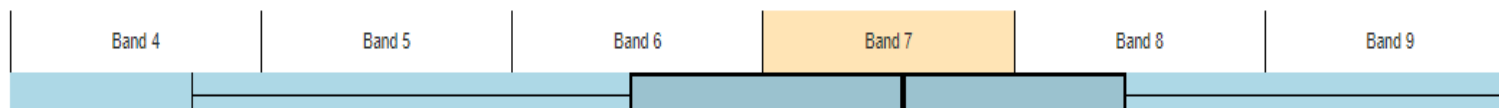


Writing

All test scores fall to the left side of band 4. The graph cannot be displayed.

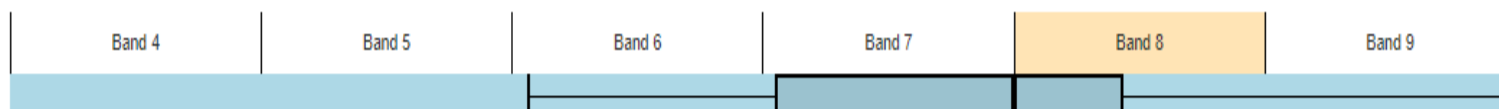
Reading

n=44



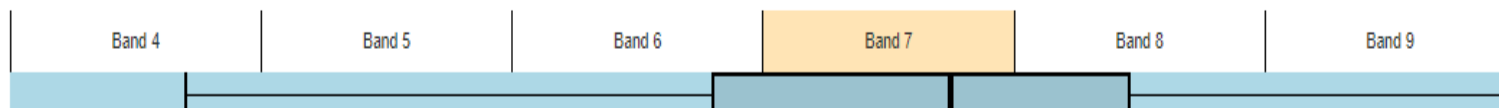
Spelling

n=44



Numeracy

n=44



Year 9 NAPLAN 2019

Grammar and Punctuation

n=36

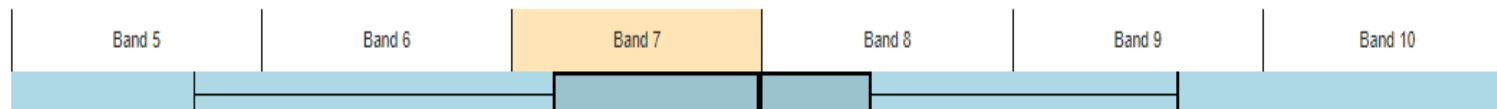


Writing

All test scores fall to the left side of band 5. The graph cannot be displayed.

Reading

n=36



Spelling

n=36



Numeracy

n=36



Class Test Report: Band Distribution

YEAR 3				
	Grammar & Punctuation	Reading	Spelling	Numeracy
6+	6	3	5	2
6	2	5	9	2
5	13	10	8	7
4	6	7	5	9
3	2	3	2	10
2	1	3	1	1
1	1	0	1	0
YEAR 5				
	Grammar & Punctuation	Reading	Spelling	Numeracy
8+	0	1	0	0
8	7	1	7	0
7	5	10	9	8
6	11	13	15	15
5	14	7	5	11
4	1	6	3	4
3	0	1	0	1
3-	1	0	0	0
YEAR 7				
	Grammar & Punctuation	Reading	Spelling	Numeracy
9+	3	2	1	1
9	3	5	5	5
8	9	9	16	14
7	12	14	11	11
6	13	11	11	11
5	4	2	0	1
4	0	2	0	1
4-	0	0	0	0
YEAR 9				
	Grammar & Punctuation	Reading	Spelling	Numeracy
10	0	0	2	1
9	4	2	9	3
8	9	16	16	12
7	15	10	8	15
6	8	7	0	5
5	0	1	1	0
5-	0	0	0	0

<u>ASPECT</u>	<u>STUDENT GROWTH –YEAR 5: AVERAGE SCALED GROWTH</u>	
	STATE	AIA
READING	72.9	70.5
WRITING	58.9	26.9
SPELLING	82.6	70.5
GRAMMAR & PUNCTUATION	62.2	69.7
NUMERACY	85.6	84.2

ASPECT	STUDENT GROWTH – YEAR 7: AVERAGE SCALED GROWTH	
	STATE	AIA
READING	35.9	42.9
WRITING	33.8	41.3
SPELLING	30.3	41.0
GRAMMAR & PUNCTUATION	29.5	41.8

ASPECT	STUDENT GROWTH – YEAR 9: AVERAGE SCALED GROWTH	
	STATE	AIA
READING	40.1	51.8
WRITING	38.9	37.4
SPELLING	45.2	50.5
GRAMMAR & PUNCTUATION	39.1	49.4
NUMERACY	60.7	73.2

**Article in Sydney Morning Herald in December 2019 showing the improved results
For AIA, Strathfield**

Top of the class for year nine improvement in Inner City Sydney was the Australian International Academy (AIA) at the Strathfield Campus. AIA is an International Baccalaureate World school providing Islamic education.

Increasing its year nine results by 5.4 per cent between 2014 and 2018, AIA especially aced the grammar portion of the NAPLAN exams with a 43 point improvement over the five years.

Curriculum Co-ordinator Bedrieh Kheir said a "whole school approach" to learning was key to their students meeting learning outcomes.

"Improved literacy is the responsibility of all teachers," Ms Kheir said.

"Our literacy co-ordinator runs workshops for all teachers of all subjects showing them how to incorporate literacy strategies in their class and subject."

While not teaching to the NAPLAN test, Ms Kheir highlighted "NAPLAN item analysis" as important for developing target strategies for areas of concern.

"Every year, after the release of SCOUT [measuring tool for NAPLAN], all teachers no matter what they teach are involved in NAPLAN focus groups ... The literacy and numeracy professional dialogue is ongoing," she said.



© Australian International Academy Strathfield Campus

As an International Baccalaureate school, AIA also encourages "the importance of the mother tongue" at home, which not only fulfils cultural aims but also has added educational benefits.

"Research shows that strengthening the mother tongue at home also contributes to improved literacy," Ms Kheir said.

"The constructive communication of effective partnership between home and school is the key to ensur[ing] that character building and values education are instilled."

Inner City Sydney's top 10 improvements in year nine NAPLAN over the five years were:

1. Australian International Academy Sydney Strathfield Campus: 5.4 per cent
2. Marrickville High School: 4.6 per cent
3. Dulwich High School of Visual Arts and Design: 3.4 per cent
4. Matraville Sports High School: 3.3 per cent
5. Moriah College: 3.2 per cent
6. Rosebank College: 3.0 per cent
7. De La Salle College Ashfield: 2.8 per cent
8. Ashfield Boys High School: 2.7 per cent
9. Emanuel School: 2.7 per cent
10. Tempe High School: 2.5 per cent

Revealed: The most improved schools across Sydney

After much number crunching NewsLocal can reveal the most improved schools over the last five years across Sydney. See the full list and where your school came.

Benjamin Wilson and Geoff Egan, Wentworth Courier

Subscriber only | December 7, 2019 6:00am



Glebe Public School is among the top schools for improvement. Picture: Toby Zarra

An independent analysis of five years of NAPLAN results has revealed the schools that improved most in the Inner City Sydney region.

The independent analysis, which compiled data from the Federal Government's MySchool website, looked at scores from the year 5 and year 9 tests between 2014 and 2018.

The school that improved its year five results the most in the region was St Michael's Catholic Primary School, Daceyville.

St Michael's average results across all subjects improved by 17.81 per cent since 2014.

This is no mean feat considering the rapid growth of enrolments at St Michael's, with 100 more students filling classrooms compared to five years ago.



St Michael's Principal Aileen Veddier with students Wyatt Phe, Bronie Felts, Isabella Peters and Lechlan Scott. Picture: Daniel Aaron

Assistant Principal of St Michael's, Deanne Di Stefano, said collaboration was key to achieving shared school goals, which has led to improved NAPLAN scores.

"The teacher's professional development sessions are based around our nominated school goals and teachers are given time to collaboratively design student learning," Mrs Di Stefano said.

"We come together to collaborate using a multidisciplinary integrated approach that is underpinned by literacy."

The improvement percentage is based on the increase or decrease in a school's total NAPLAN score over the five year period.

NAPLAN looks at reading, writing, spelling, grammar and numeracy.

To put the achievements of St Michael's into context, the average improvement percentage across the state was 0.25 per cent and 0.60 per cent for the Inner City Sydney region.

St Michael's biggest improvement was in grammar which improved by 111 points over the five years, followed by reading which jumped 100 points, numeracy which jumped 81 points, and spelling which jumped 79 points.

The school has said the soaring results can be partly attributed to St Michael's participation in the Sydney Catholic School's Quality Literacy Teaching program for the past three years, which has influenced new models of teaching that foster learner independence.

"All teachers have used a 'gradual release of responsibility' teaching method," Mrs Di Stefano said.



Inner City Sydney

☐ Primary

☐ Secondary

Suburb

School Name

Filters

Inner City Sydney, NSW - NAPLAN Results Five-Year Change

School	Suburb	Y5 Average	Y5 Change %	Y5 Rank	
St Michael's Catholic Primary School	Darryville	9,627	17.81	1	▲
Glebe Public School	Glebe	9,544	17.75	2	▲
Ashfield Public School	Ashfield	9,543	13.66	3	▲
Botany Public School	Botany	9,504	8.61	4	▲
St Placere's Catholic Primary School	Leichhardt	9,506	8.53	5	▲
St Martha's Catholic Primary School	Strathfield	9,711	8.16	6	▲
Camdenville Public School	Newtown	9,591	7.85	7	▲
St Paul of the Cross Catholic Primary School	Dulwich Hill	9,543	7.20	8	▲
Our Lady of Mount Carmel Catholic Primary School	Waterloo	9,460	7.18	9	▲

Validation of Assessment for Learning and Individual Development (VALID)

Our school participate 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:

VALID Science and Technology 6

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

Yr. 6 performed poorly in the VALID test, 71% of students in level 2 and 3. No student in level 6. -Boys are slightly better than the girls

-Girls would need considerable effort in year 7 to improve their skills.

CalendarYear	Average Score - School	Average Score - SSSG	Average Score - State	Number of Students - School	Number of Students - SSSG	Number of Students - State
2016	74.48		81.55	24		5,213
2017	81.91	86.83	80.08	23	118	7,188
2018	90.04		84.78	27		5,474
2019	79.90	86.12	82.75	35	104	5,230

VALID Science 8

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

VALID Science 10

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

Average VALID Scores over Time vs SSSG/State

STEP 1: Select a group of students

Which school were they in?

All

Which assessment year?

- ☐ Year 10
☐ Year 8
☒ Year 6

STEP 2: Optionally, select a subset of students

EAL/D

All

Gender

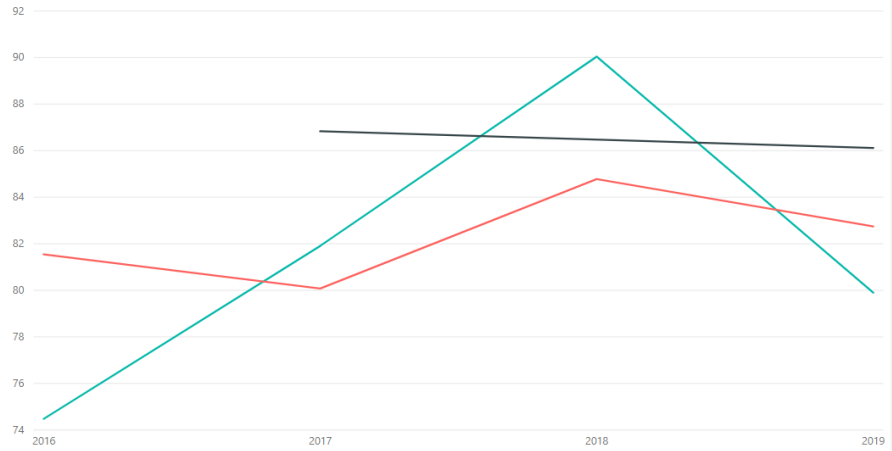
All

Aboriginality

All

Average VALID Score over Time - School, SSSG, State

● Average Score - School ● Average Score - SSSG ● Average Score - State



Number of Students in School

School Name	2016	2017	2018	2019
Australian International Academy, Sydney, Strathfield Campus (STRATHFIELD)	24	23	27	35

% Students in Levels by Year

STEP 1: Select a group of students

Which school were they in?

All

Which year was it?

- ☒ 2019
☐ 2018
☐ 2017
☐ 2016
☐ 2015
☐ 2014

Which assessment year?

- ☐ Year 10
☐ Year 8
☒ Year 6

Which aspect?

- ☐ Extended Response
☐ Knowing and Understanding
☐ Planning, Designing and Conducting
☐ Problem Solving and Communicating
☒ Science Overall

STEP 2: Optionally, select a subset of students

EAL/D

All

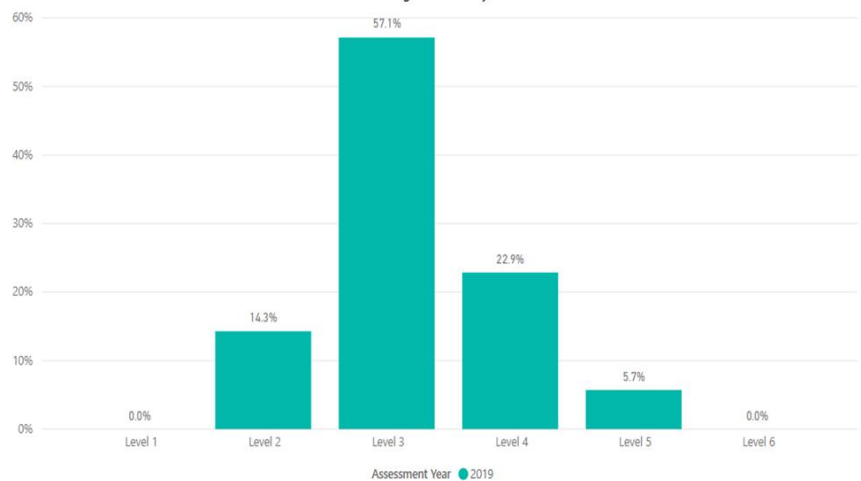
Gender

- ☐ Female
☐ Male
☐ Other

Aboriginality

- ☐ No
☐ Not Applicable
☐ Yes

Percentage in Levels by Year



Assessment Year ● 2019

Number of Students by School

School Name	2019
Australian International Academy, Sydney, Strathfield Campus (STRATHFIELD)	35



Calendar Year	Number of Students	Number of Students – SSSG	Number of Students – State	Average Score – School	Average Score – SSSG	Average Score – State
2019	44	1,082	54,373	90.30	90.30	87.28
2018	39	1,802	55,401	86.89	90.92	87.40
2017	39	1,714	55,939	90.19	90.80	87.44
2016	37	1,680	55,060	85.88	89.07	86.12
2015	33	828	52,279	88.02	88.42	86.43

REPORTING AREA 4 & 5: SENIOR SECONDARY OUTCOMES

HSC / IB YEAR 12 RESULTS

Higher School Certificate Results (HSC) – 2019

The retention rate of students staying from year 10 2017 to that remaining in year 12 in 2019 is 40%.

Year 12 attaining a certificate / VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2019	HSC / IBDP	100%
2019	VET qualification	0%

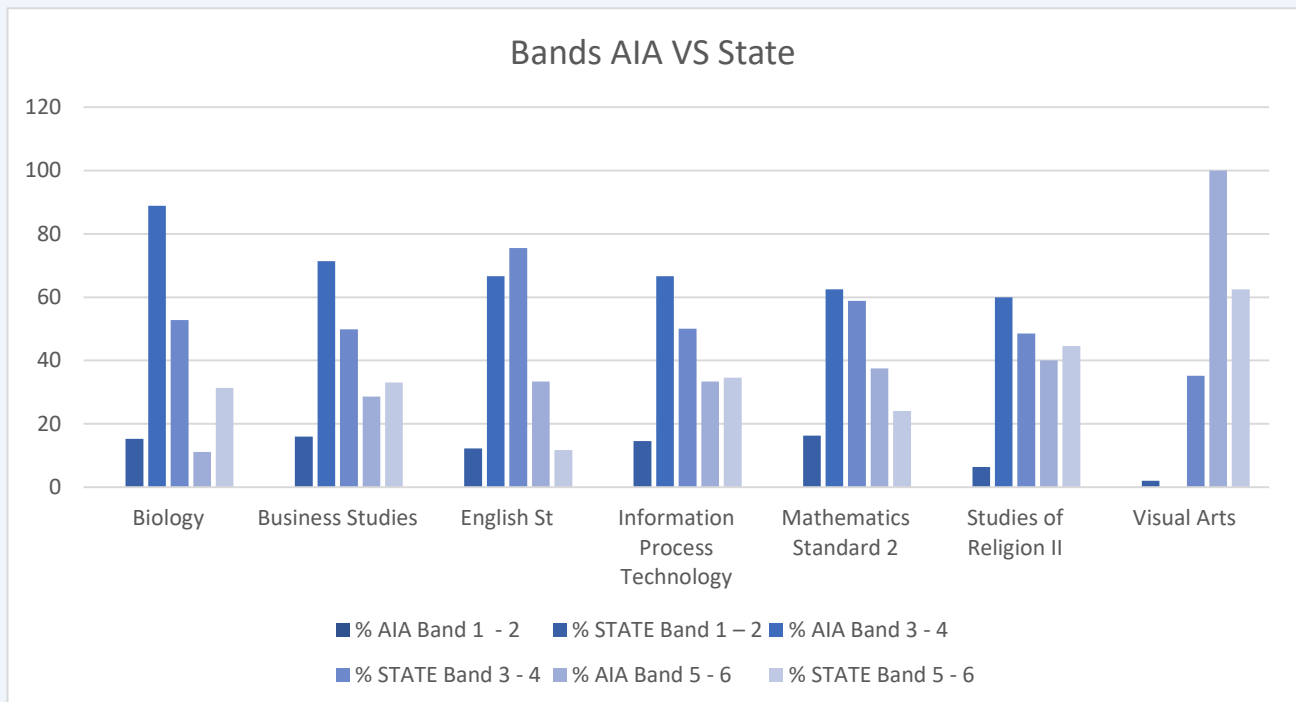
The information below shows the students' Performance bands in their Higher School Certificate (HSC) subjects.

School VS State Mean (9 students)

COURSE	No. of Students	State Mean	School Mean	Variation
Biology	9	71.93	70.84	-1.09
Business Studies	7	72.18	75.94	3.76
English Standard	9	69.16	76.31	7.15
Information Process Technology	3	72.46	75.13	2.67
Mathematics Standard 2	8	70.68	77.78	7.10
Studies of Religion II	5	76.58	78.16	1.58
Visual Arts	2	80.77	86.10	5.33

We were above the mean in all subjects except Biology with a small variation of -1.09

2019 HSC Results - % AIA compared to State



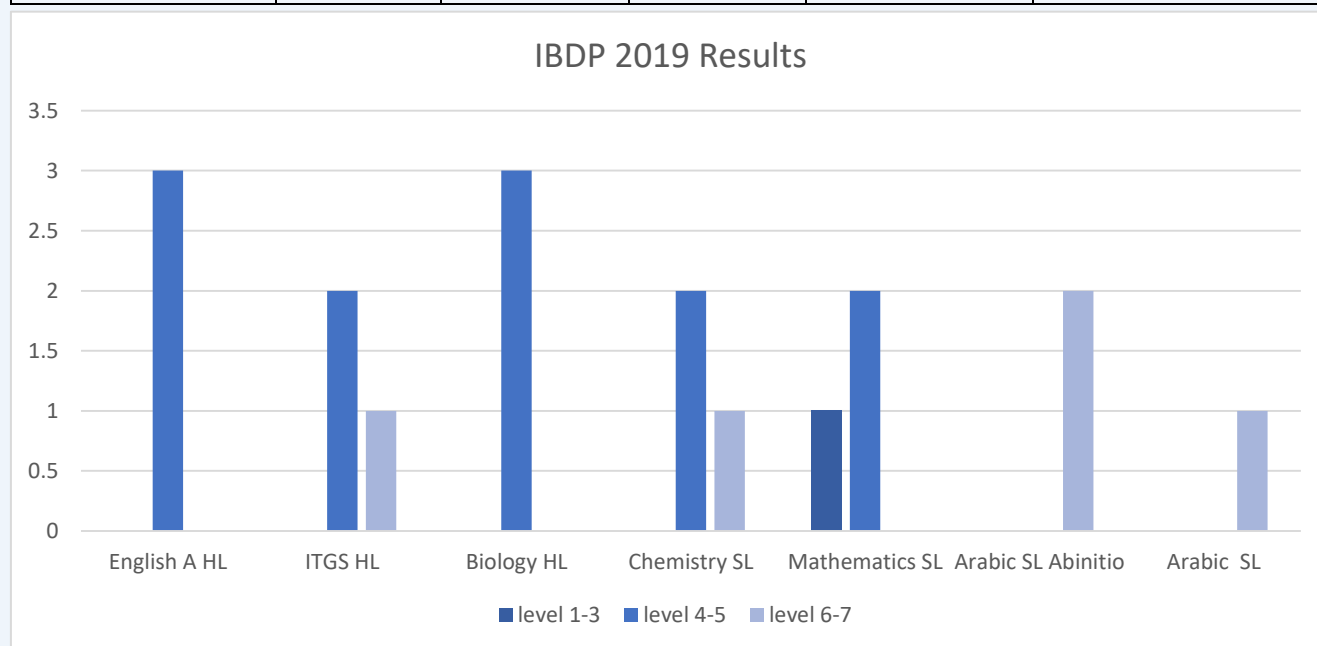
Subject	% AIA Band 1 - 2	% STATE Band 1 - 2	% AIA Band 3 - 4	% STATE Band 3 - 4	% AIA Band 5 - 6	% STATE Band 5 - 6
Biology	0	15.26	88.88	52.76	11.11	31.31
Business Studies	0	16.02	71.42	49.87	28.57	33.02
English St	0	12.21	66.66	75.47	33.33	11.75
Information Process Technology	0	14.51	66.66	50.08	33.33	34.62
Mathematics Standard 2	0	16.23	62.5	58.79	37.5	24.05
Studies of Religion II	0	6.35	60	48.54	40	44.62
Visual Arts	0	2.03	0	35.14	100	62.5

2019 International Baccalaureate (IB) Results

The information below shows the students' results out of 3 in the IB subjects. We had 3 students complete the IBDP course in 2019.

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

Subject	Level 1-3	Level 4-5	Level 6-7	Average School	Average World-wide Grade
English A HL	0	3	0	4.33	5.20
ITGS HL	0	2	1	4.67	4.21
Biology HL	0	3	0	4.67	4.59
Chemistry SL	0	2	1	5.33	3.61
Mathematics SL	1	2	0	3.67	3.90
Arabic SL Abinitio	0	0	2	6.00	4.54
Arabic SL	0	0	1	6.00	5.63



The average points obtained by students who passed the diploma out of 45 was: 31

The highest diploma points awarded to a candidate was 33. Average grade obtained by candidates was 4.53.

2019 University Entry

We had 12 students in year 12, 9 students sit for the HSC and 3 sit for the IBDP in 2019. 100% of the 2018 HSC and IB students had commenced tertiary courses at the start of 2020. The courses taken included: Medical Science, Civil Engineering, Chiropractic Science, Commerce, Podiatry, Design, Project Management, Social Science, Clinical Science, Computer Science, Industrial Designing, Integrated Product Design, Policing, Interior Design, Teaching, LAW, etc. in universities ranging from UNSW, UTS, UWS, Macquarie Universities, etc...

ROSA & HSC for Year 10 & 11

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

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

The school had 35 students in Year 10 in 2019 and they all successfully completed their ROSA. The results were quite pleasing and they got into the courses they wanted to pursue in Year 11.

REPORTING AREA 6

PROFESSIONAL LEARNING AND TEACHER STANDARDS

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

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

One of our Academy's areas to improve our reform is **Quality Teaching**, which determined many factors and targets for 2018. The Academy has been involving staff in professional learning and development in various areas of curriculum, management and leadership.

A two-hour Professional Development/Learning block often every week where guest speakers and professionals share their expertise, knowledge and ideas with staff. Different member of the Academy staff were frequently presenting to sharing with their colleagues any beneficent information /materials

Staff attend a wide range of external workshops and in-services in their areas.

Staff attend IB (PYP, MYP & DP) conferences and workshops (local, interstate and overseas) each year.

Educational Consultants work within the school to improve staff expertise in a number of areas.

Peer training and workshop are run to improve overall skills & Support Staff attend courses related to their area/discipline.

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

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

Four teachers

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

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

A two-hour PD block every week (Tuesday) where staff, guest speakers and professionals share their expertise, knowledge and ideas with staff. In addition, all staff participated in a large number of internal Professional Development on Tuesday afternoons when students are dismissed early. These PD sessions

were largely subject based and concentrated on developing curriculum and programmes and developing teaching skills. Teachers also participated in organised professional development activities on Collaborative Planning sessions where teachers are released to meet together once a week to plan, collaborate and engage in professional dialogue to enhance the teaching and learning.

Staff attend a wide range of external workshops and in-services in their areas.

Staff attend IB (PYP, MYP) conferences and workshops (local, interstate and overseas) each year.

Support Staff attend courses related to their area of work.

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

Programme (PYP).

Curriculum Days and pupil-free days.

Level of Accreditation	Number of Teachers
New Scheme Teachers : Provisional	20* (Provisional & Conditional)
New Scheme Teachers : Conditional	5
Proficient	25
Highly Accomplished	0
Lead Teacher	0
Total Number of Teaching Staff	44
Total Number of Non-Teaching Staff	14

**Including the teachers on maternity leave.*

Four New Scheme Teachers managed successfully to accomplish their accreditation requirement to become on Proficient Level before the end of 2019 academic year.

REPORTING AREA 7

WORKFORCE COMPOSITION

Teacher Qualifications

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

All teaching staff hold a Bachelor's or higher Degree with a number of staff having postgraduate degrees, Masters Degrees & one candidate with a PHD degree.

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	44
ii Having qualifications as a graduate from a higher education institutions within Australia or one recognized within (AEI-NOOSR) guidelines but lacking formal teacher education qualifications, or	0
iii Not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

REPORTING AREA 8

SENIOR SECONDARY OUTCOMES

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

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

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

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

REPORTING AREA 9

STUDENT ATTENDANCE AND MANAGEMENT OF NON ATTENDANCE

ATTENDANCE POLICY

Rationale:

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

Aims:

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

Implementation:

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

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

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

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

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

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

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

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

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

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

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

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

The principal will ensure all student absences and lateness are recorded each period by teachers, and updated on-line "Spider" on the students Roll Marking Records (for each year level). Student attendance and absence figures will appear on student half year and end of year reports.

Aggregated student attendance data is reported as part of the annual report.

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

Attendance Rate

Year Level	2017	2018	2019
Primary (K - 6)	91.9%	92.1%	88.3%
Secondary (7-12)	92.3%	93.4%	88.0%

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

The class roll is marked twice daily.

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

Parents are regularly informed of the attendance policy during information nights.

Form Teacher/Office staff are in regular contact with parents after absences.

Attendance Rate

	2017	2018	2019
Year Level	Attendance Rate Term 1 - 3	Attendance Rate Term 1 - 4	Attendance Rate Term 1 – 4
Kinder	88.1%	92.8%	87.5%
year 1	92.7%	90.7%	90.6%
year 2	93.6%	91.0%	87.3%
year 3	91.0%	92.2%	88.7%
year 4	92.5%	91.7%	87.9%
year 5	93.7%	92.2%	87.7%
year 6	92.0%	94.1%	89.2%
year 7	92.7%	92.6%	56.9%
year 8	94.0%	95.2%	89.8%
year 9	91.1%	92.8%	89%
year 10	92.2%	93.2%	87%
year 11	94.4%	93.0%	86.7%
year 12	89.42%	93.37%	88.6%

GUIDELINES

1) PUNCTUALITY for Kinder – Yr. 6

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

Be issued with a late pass for the first breach providing there is an acceptable reason provided.

Be issued with an after-school detention for the Third breach.

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

2) PUNCTUALITY for Year 7- 12:

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

In addition to the Official Attendance Roll, all subject teachers must keep their own subject attendance records and must mark their attendance Roll for every lesson. Form Teachers, and Assistant Head of Senior School are responsible to monitor student's attendance pattern, to communicate with parents if necessary, and to implement the Academy Policy when a breach of rules occurs.

Subject teacher must report lateness and frequent absences to the Form Class Teacher and the Form Teacher on a weekly basis for students in Years 10 & 11.

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

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

BREACH OF ATTENDANCE & PUNCTUALITY RULES

It is the responsibility of all senior students to observe the Academy Policy in relation to attendance and punctuality. However, Form Teachers should always remind students of the consequences of missing school days or missing particular lessons.

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

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

Where a student has completed work but there has been a substantive breach of attendance rules, the school may assign N for the work after discussing the matter with the principal.

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

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

EARLY DISMISSAL

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

STUDENT ABSENCES

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

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

OVERSEAS TRAVEL

Students intending to travel overseas during the academic year must seek approval from the Academy.

Parents are required to fill out an extended leave form and get it approved by the principal.

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

IMPLEMENTATION:

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

Initial telephone contact with parents

Counselling sessions for parents and/or students

Newsletter articles will highlight absence issues and explain the consequences.

OTHER INFORMATION IF REQUIRED

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

GUIDELINES AND IMPLEMENTATION ATTENDANCE:

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

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

Term 1 & 3 Breaks are discretionary holidays and may be granted by the Academy to Senior Students. However, Years 10 –12 students may be required to attend school to complete required work or set tasks during Term 1 & Term 3 Breaks.

If students are required to attend particular days of Terms 1 or 3 Breaks to complete required work or to attend special classes and failed to attend without prior permission they will be deemed absent from classes and will be subject to penalties according to the Academy Policy.

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

Senior students may take days off the school only on the grounds of illness. The maximum number of days to be taken off per Semester on the ground of ill health is Five School days.

Students may be asked to produce medical certificates to account for particular sick days. However, medical certificates as evidence may not be accepted by the Academy in particular cases, and they may need the Campus Head's approval.

Medical certificates will not be accepted if absences occurred on days marked as dates for handing in required work for school assessment or for completing a school assessed coursework task, exam days, or test days set by subject teachers as part of the assessment program. In genuine cases, the Campus Head may authorise such certificates.

Students who started after the commencement of the school Year for other reasons must provide written explanation to their Form Teachers. Being away on an overseas trip or visiting the motherland is not an acceptable reason for a student to commence after the starting day except with the approval of the Campus Head.

Students intending to travel overseas during the academic year must seek approval from the Academy.

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

INDUCTION PROGRAM:

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

PROCEDURE:

1. The School will monitor the daily attendance and absence of students in the School by maintaining a daily electronic register for each class, of students.
2. Student absences from classes or from the School will be identified and recorded in a consistent manner by the staff member responsible.

3. Parents are to inform the School on a daily basis via phone call to notify the school if the child is not attending.

4. Parents must notify the school and state the reason for the absence via Communication Book (Diary), Leave note, personal note or phone call by Form Teacher. Teachers are to keep these entire notes filed in Plastic sleeve in the back of the Roll under each child's name.

5. Unexplained absences from classes or School will be followed up in an appropriate manner with the student and/or their parent or guardian in the following manner:

The school notes that they are required under NSW Board of Studies Guidelines to keep a Register of Admissions for five years and Student Rolls of Attendance for seven years.

Phone call or email or text message to parents if there has been no contact for 2 days

Registered letter to be sent by the year coordinator if absence is longer than one week with no explanation.



AUSTRALIAN INTERNATIONAL ACADEMY

A Muslim School Established in 1983

Sydney, Strathfield Campus

420 Liverpool Rd, Strathfield 2135

Phone: 9642 0104 Fax: 9642 0106

RE: ABSENCE NOTE:

Assalamu Alaikum Wr. Wb.

Dear Mr. & Mrs. _____

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

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

Thank you for your assistance in this matter.

Yours sincerely,

Year ____ Class Coordinator

Date: _____

Student Name: _____ Year Level: _____

Issued By: _____

Date	Reason For Absence	Signature



AUSTRALIAN INTERNATIONAL ACADEMY

A Muslim School Established in 1983

Sydney, Strathfield Campus

420 Liverpool Rd, Strathfield 2135

Phone: 9642 0104 Fax: 9642 0106

Urgent Notice for Unexplained Excessive Absence

Assalamu Alaikum Wr. Wb.

Dear Mr. & Mrs. _____

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

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

Thank you for your assistance in this matter.

Yours sincerely,

Year ____ Class Coordinator

Date: _____



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
2009 – 2011	57%
2010 – 2012	58%
2011 - 2013	50%
2012 - 2014	70%
2013 - 2015	61%
2014 - 2016	76%
2015 - 2017	70%
2016 - 2018	72%
2017 - 2019	40%

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

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

POST SCHOOL DESTINATIONS

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

REPORTING AREA 12

ENROLMENT POLICY AND CHARACTERISTICS OF STUDENT BODY

INTRODUCTION

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

FUNDAMENTAL PRINCIPLES

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

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

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

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

Scholarships and Bursaries apply only to tuition fee component of the Fee Statement.

All other charges and levies must be paid in full.

GUIDELINES

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

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

Kindergarten places are determined on the same evaluative basis as places at all other year levels and not solely on sibling status or date of registration.

New Students are not accepted into year 12, and new enrolment for year 11 depends on exceptional academic potential evident from past academic history.

	2012	2013	2014	2015	2016	2017	2018	2019
Primary (K - 6)	218	220	226	224	234	231	252	251
Secondary (7-12)	209	208	198	193	211	195	196	201

THE EVALUATION PROCESS

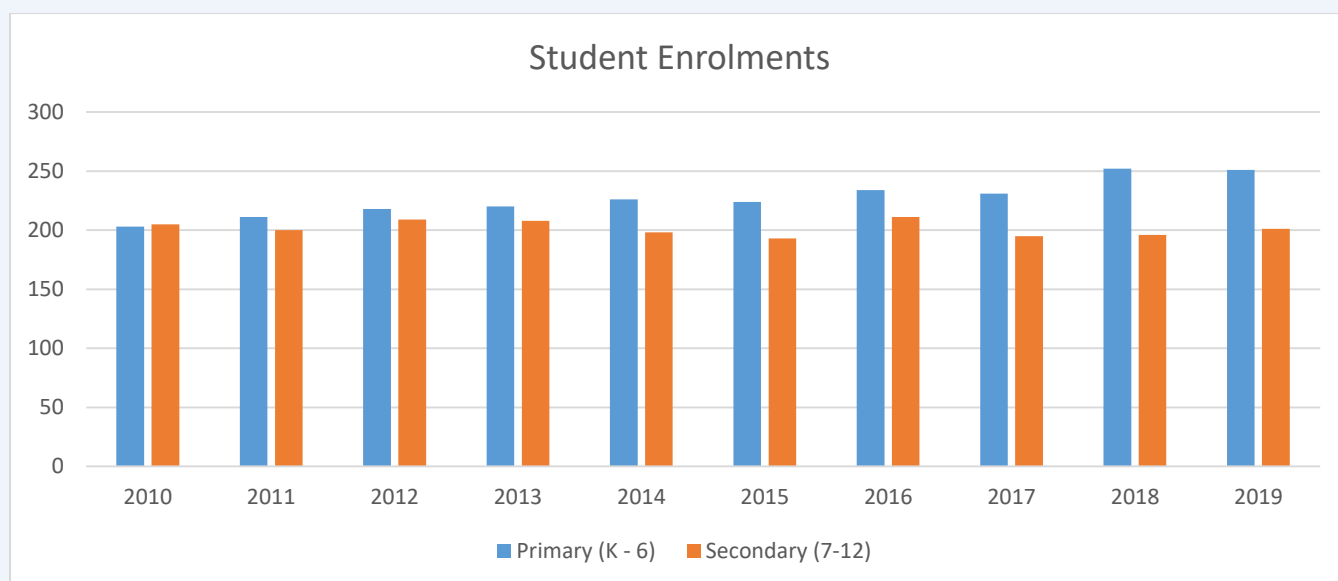
Families on the Registration Waiting List are notified by the Registrar when a place becomes available in any Year 1 – 10 class, and the time the evaluation process is commencing for Kinder enrolments. The evaluation process consists essentially of three components, an evaluation of past performance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

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

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

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

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



OFFER OF PLACES

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

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

PREREQUISITES FOR CONTINUING ENROLMENT

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

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

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

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

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

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

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

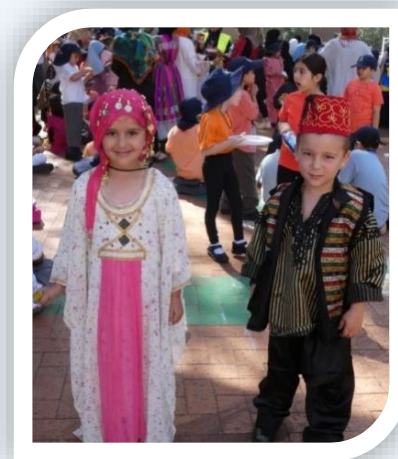
STUDENTS WELFARE

The Australian International Academy values the importance of facilitating a 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 fail to meet certain academic/attitude standards. Generally a student is deemed to not be progressing satisfactorily if he/she fails to meet the conditions set down in the Senior Student Contract as well as in the Senior Student

Handbook, Promotion Policy, course requirements and standards. Students who continue to make unsatisfactory progress and fail to show commitment to their work are counselled and supported, however failure to respond to the school's recommendations may lead to a decision to terminate a student's enrolment.

OF ENROLMENT

- If the Academy Principal or the Principal considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the school or its students or staff, the Principal may exclude the student permanently or temporarily at their absolute discretion.
- If the Academy Principal, 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 Director or the principal may require the parent to remove the child from the school.
- The school will only exercise its powers under this clause to exclude a pupil permanently if it has provided the pupil and the parents or guardians of the pupil with details of the conduct which may result in a decision to exclude the pupil and provided them with a reasonable opportunity to respond.
- No remission of fees will apply in relation to any of the above cases.

EXCLUSION POLICY

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

REPORTING AREA 13

SCHOOL POLICIES

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

STUDENT WELFARE

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

SUPPORT SERVICES

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

ANTI BULLYING

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

(I) Teachers:

- Expressing disapproval of bullying and harassment whenever it occurs within the school
- Listening sympathetically and taking your problems seriously
- Modelling positive, respectful and supportive behaviour towards students.
- Promoting an awareness of the unacceptable nature of bullying and harassment in the classroom and through the curriculum.
- Watching for early signs of bullying.
- Ensuring the school grounds are supervised during breaks.

- Being receptive and supportive to students involved in bullying.
- Informing the relevant Form teachers.
- Arranging time to bring the target and bully together to work out a reconciliation to the problem
- Encourage students to report bullying.

(II) Students:

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

(III) Parents:

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

A WHOLE-SCHOOL APPROACH TO INTERVENTION

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

COMPLAINTS AND GRIEVANCES

The Academy has a Complaints and Appeals policy that sets out the procedures that ought to be followed if a student or parent feels they have a complaint or grievance which needs to be addressed. Every attempt will be made to resolve the issues surrounding the complaint/ grievance within the school, but if that proves to be unsuccessful, the Grievance Procedures itself allows all parties involved in any incident or issue to put their points of view to an agreed upon independent and uninvolved arbiters in a fair and objective forum at

minimal or no cost. Recognizing that it is sometimes not possible to resolve an issue to everyone's satisfaction, the Grievance Policy and Procedures attempts to reach a fair settlement.

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

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

REPORTING AREA 14

SCHOOL DETERMINED IMPROVEMENT TARGETS

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

The intended outcomes were as follows:

Literacy:

- 1.1 Increase the number of students performing in the top 2 bands in reading for Year 3 to 50% for NAPLAN
- 1.2 Increase the number of students performing in the top 2 bands in writing for Year 3 to 60% for NAPLAN
- 1.3 Increase the number of students performing in the top 2 bands in reading for Year 5 to 40% for NAPLAN
- 1.4 Increase the number of students performing in the top 2 bands in writing for Year 5 to 20% for NAPLAN
- 1.5 Increase the number of students performing in the top 2 bands in reading for Year 7 to 30%
- 1.6 Increase the number of students performing in the top 2 bands in writing for Year 7 to 20% for NAPLAN
- 1.7 Increase the number of students performing in the top 2 bands in reading for Year 9 to 40%
- 1.8 Increase the number of students performing in the top 2 bands in writing for Year 9 to 30%
- 1.9 Reduce or maintain the percentage of Year 7 and 9 students performing at or below the National Minimum Standard to 0% in Reading and Writing
- 1.10 Further Increase the percentage of students borrowing from the school library for Year 6 by a further 50%, Year 7 by a further 30%, Year 8 by a further 10% and Year 9 by a further 20%

Intended Outcomes for the LITERACY:

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

Numeracy:

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

2.3- Increase the number of students performing in the top 2 bands in Numeracy for Year 7 to 40% for NAPLAN

2.4- Increase the number of students performing in the top 2 bands in Numeracy for Year 9 to 40% for NAPLAN

Intended Outcomes for the NUMERACY

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

COMMUNITY ENGAGEMENT

Maintain community satisfaction from survey in school curriculum

Maintain parent attendance at information nights at 50% parents in the primary and secondary school

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

The aims for e-learning are as follows:

To enhance students’ natural affinity with technology, increase motivation and active engagement in the learning process.

To promote “reverse classrooms” that enables the students rather than the course material to become the focus of the learning.

To use the technology to enhance teaching skills that focus on the learner and the development of higher order thinking skills throughout each lesson.

To utilise ready internet availability to enable student inquiry throughout lessons.

To explore the potential of tablet computers for rich task learning, individual and group research, networking and collaborative learning, communication and multi-media tasking within each lesson.

To develop 'paperless' communication that reduces the reliance on printed material.

Many professional development workshops have been run in order to help teachers understand and gain skills to effectively carry out e-learning in their classes.

Year 10 MYP Personal Projects

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

Technology Education

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

Semester 1 was very successful for students. There are 6 streams of classes running in the school. Years 9 and 10 undertake Information and Software Technology (IST), Year 11 Information Processes and Technology (IPT) and Information Technology in a Global Society (ITGS) and Year 12 Information Processes and Technology (IPT) and Information Technology in a Global Society (ITGS). Both courses are similar in context but differ in content. There are four International Baccalaureate students currently in year 11 and eight in year 12 doing Information Technology in a Global Society (ITGS) which involves analysing technological social and ethical issues. This semester, the students in Years 9 and 10 had the opportunity to work on the design cycle producing reports for each cycle. They did extremely well in their reports and some very interesting products were designed. The marking criterion has changed last year for MYP and there were new templates created for each of the criteria during faculty meetings and given to the students.

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

REPORTING AREA 15

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

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

By living and practicing the values, the students will, we hope, adopt them as central character traits within their lives.

Values such as cooperation, honesty, humility, caring, responsibility, respect for human dignity, respect for the law and a commitment to ethical behaviour are inculcated in students through participation and engagement in numerous learning experiences and opportunities. Offering students such opportunities serve to foster a real sense of awareness of the civic virtues of participation and membership implicit in their citizenship as Australian Muslims.

The following are some of the activities/initiatives undertaken throughout 2019 promoting respect and responsibility:

Quran reading and memorisation takes place during class and Tafseer is provided to our

students to teach them the meaning of the verses which they are studying. When students understand what they are reading they are more likely to adhere to what God commands.

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

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

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

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

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

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

STAFF SATISFACTION

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

RESULTS FROM TEACHER SURVEYS 2019

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

Overall teacher satisfaction was 87 %

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

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

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

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

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

Parents are regularly informed of the attendance policy during information nights.

Office staff are in regular contact with parents after absences

RESULTS FROM STUDENTS' SURVEYS 2019

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

Overall student satisfaction was 64 %

REPORTING AREA 17

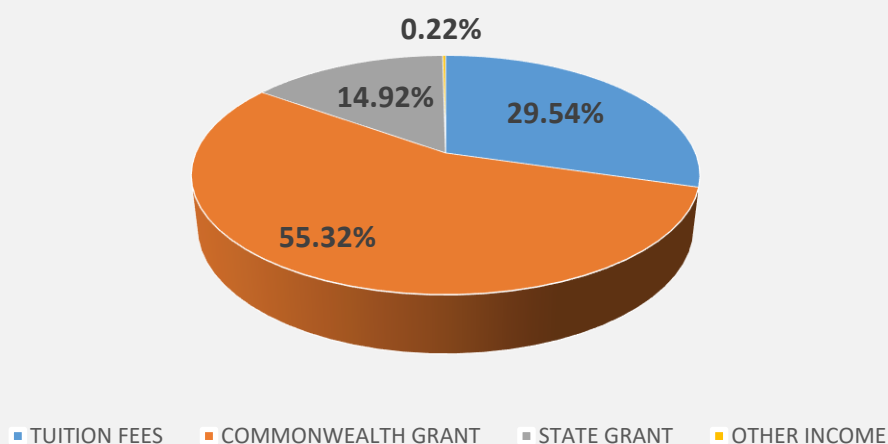
SUMMARY FINANCIAL INFORMATION

ACADEMY SENIOR FINANCIAL MANAGER

STRATHFIELD 2019 SOURCE OF FUND (DRAFT ACCOUNTS)

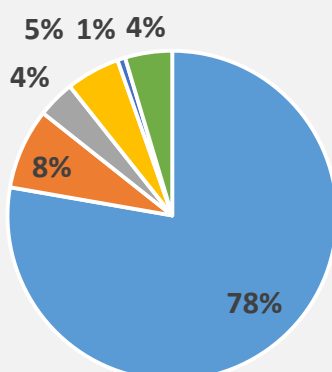
COMPONENTS OF INCOME	TUITION FEES	2,242,576	29.54%
	COMMONWEALTH GRANT	4,200,699	55.32%
	STATE GRANT	1,132,878	14.92%
	OTHER INCOME	16,746	0.22%
	Total	7,592,899.00	

Strathfield 2019 Sources of Fund based on Draft Accounts



COMPONENTS OF COST	Employee benefits expense	6,052,467	77.74%
	Depreciation and amortisation expense	616,822	7.92%
	Teaching and school activities materials	285,038	3.66%
	Administration expenses	411,166	5.28%
	Occupancy expenses	60,013	0.77%
	Interest expense - lease liability	359,712	4.62%
		7,785,218	100%

Strathfield 2019 Applicatoin of Funds based on Draft Accounts



- Employee benefits expense
- Depreciation and amortisation expense
- Teaching and school activities materials
- Administration expenses
- Occupancy expenses
- Interest expense - lease liability

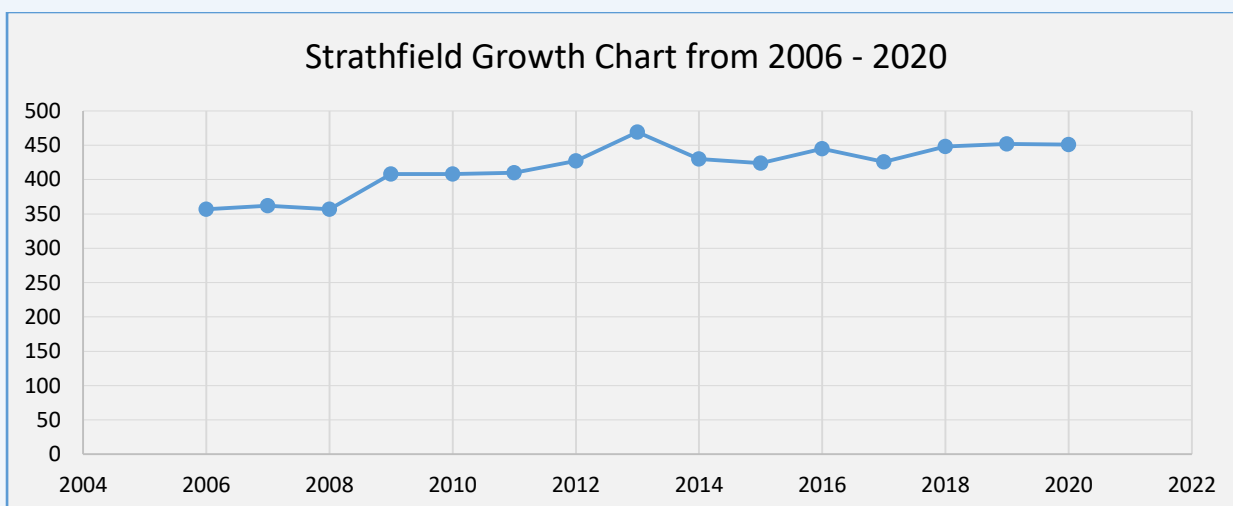
Strathfield

	2019	2018
Revenue	2,059,575.00	2,045,385.00
Fees less discount	77,520.00	83,580.00
Fees/Levies - capital	51,272.00	47,303.00
Other receipts from Students	54,209.00	70,612.00
Other private income	6,378.00	6,160.00
Interest income	4,185,342.00	3,966,698.00
Commonwealth government recurrent grants	1,132,878.00	1,085,118.00
State government recurrent grants	15,357.00	15,091.00
AIS Grants	10,368.00	73,624.00
Centrelink parental leave	2,059,575.00	2,045,385.00
	7,592,899.00	7,393,571.00

Expenses	6,052,467.00	5,811,134.00
Employee benefits expense	616,822.00	75,134.00
Depreciation and amortisation expense	285,038.00	279,028.00
Teaching and school activities materials	411,166.00	451,801.00
Administration expenses	60,013.00	563,214.00
Occupancy expenses	359,712.00	-
Interest expense	6,052,467.00	5,811,134.00
	7,785,218.00	7,180,311.00

Deficit for the year	-	192,319.00	213,260.00
Other comprehensive income for the year		-	-
Total comprehensive loss / (income) for the year	-	192,319.00	213,260.00

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



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."

The End!