



AUSTRALIAN INTERNATIONAL ACADEMY

STRATHFIELD 2022 ANNUAL EDUCATIONAL & FINANCIAL REPORT



Advancement
Determination
Faith

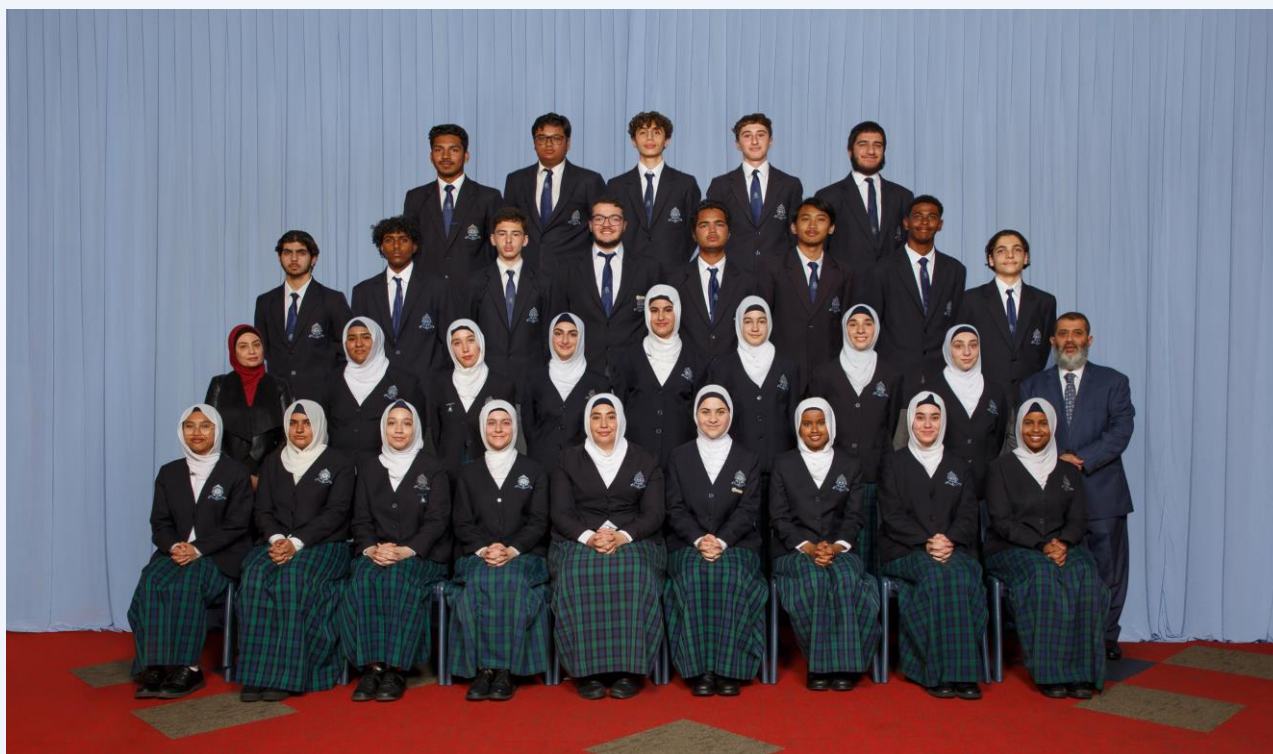
AIA Vision Statement

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

Mission Statement

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

CLASS OF 2022



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REPORTING AREA 1

MESSAGES FROM KEY SCHOOL BODIES

Academy Board Chairman's Message Dr Ihab El Sokari



2022 has been another great year for the Australian International Academy (AIA) despite all the challenges we face locally and globally. Alhamdulillah, we are finally emerging from the COVID pandemic and life is getting back to normal with the return of face-to-face teaching and the lifting of most restrictions. I would like to sincerely thank our staff, teaching and non-teaching, our students and our parents for their hard work, resilience and for remaining positive across these difficult times.

2022 has been a year of stability and planning for the future at the AIA following two busy years full of challenges with the separation from Melbourne schools, addressing all regulatory requirements from the Department of Education and the COVID 19 pandemic.

The Board recognizes the importance of the school's academic ranking. As we get ready to graduate our full cohort of HSC students in Kellyville, we are now able to offer wider subject selection and focus our resources on HSC following the temporary suspension of the IB Diploma. We remain an IB world school offering the PYP and MYP programs which help shape our students into responsible, caring, and inquisitive world citizens with Muslim values. We pride ourselves in providing a well-rounded education and we continue to strive for academic excellence.

Stage 4 of the Kellyville campus (the high school building) is currently in the planning stage, and inshallah will progress to the construction stage soon. We are pursuing various government grants to help with the construction. This is a multi-million-dollar project that will require the help and support of all the school community to see it to completion inshallah. Kellyville building fund has been established to help with the school capital work.

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

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

Academy Head, NSW Mrs Mona ABDEL-FATTAH



As an IB World school we share a common philosophy with all IB World schools—a commitment to high quality, challenging, international education where our focus is on academic achievement as well as character building.

We want our students to be focused on the purpose of their attendance at the school which is, to develop knowledge and understanding in all the areas of knowledge open to them; to develop the skills necessary to be successful in whatever they need to do at school, at university and later in their working lives; and to develop the attitudes and values that will make them into decent and successful Australian Muslim citizens.

This cannot be achieved without the student's commitment, self discipline and desire to work hard and even struggle. Sometimes struggles are exactly what a person needs. As adults we know that many of the obstacles we have overcome have made us stronger and wiser. It is through struggling, feeling pain and discomfort and hardships that we become stronger people, more resilient and more successful and wiser inshallah. As students at AIA go through their journey we want them to discover their strengths and their greatness, and to build on those qualities. We also want them to learn from their mistakes and build resilience to help them face the challenges they meet.

As parents, students and teachers we need to all appreciate that the learning journey can be rough and challenging at times but we must believe that these challenges and problems are opportunities for growth and advancement. Inshallah the skills, habits, attitudes and values that students at AIA develop are the strong foundations that will make them successful learners and decent Australian Muslims inshallah.

Australian International Academy prides itself on being schools of Advancement, Determination and Faith. We are continuously **advancing** and moving forward while evaluating our practices and performance, doing so with great **determination and faith** to provide the best possible opportunities and education for our students.

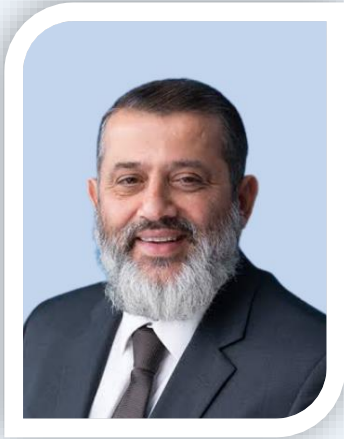
In the face of the numerous global and local challenges and in a world that is constantly shifting under our feet, Australian International Academy, Strathfield and Kellyville, have continued to remain adaptive and agile, poised to prepare its students with the right skills and attitudes not just to survive in an everchanging world but to thrive.

Our schools continued to grow from strength to strength, offering its students transformative learning experiences and opportunities to bolster their growth and development, raise standards and develop their character. And in a short span of less than two decades, (one decade in Kellyville) we have made giant strides in developing a reputation of child focussed quality education with a strong team of over 150 staff and approximately 1100 students in both schools. We contemplate ourselves to continue imparting holistic, inclusive education to our precious children for many more decades to come, inshallah, an education that inspires them to be the best they can be.

Finally, I would like to convey my sincerest gratitude to all those who have contributed to the life of the Academy this year, especially our precious students, supportive parents and our highly dedicated and committed staff, teaching and non-teaching. Wishing you all a very enjoyable and safe holiday.



MESSAGE FROM SCHOOL PRINCIPAL MR WALID ALI



Assalamu Alaikum wa rahmatullahi wa barakatuh

The 2022 school year was the first full school year following the unprecedented National and Global challenges posed by COVID-19 in 2020 and 2021. The school year was a year that saw the AIA, like schools all around Australia return, return to operational normality on a day-to-day basis following two very difficult years during the COVID-19 pandemic.

The return to the classroom and to face to face teaching was not so easy, with many now accustomed to online teaching and learning, the challenges for both teachers and students alike were difficult. As such 2022 year has served as a testimony to the strength and resilience of AIA and its community. Despite two years of disruption to the usual school year the School Community has emerged more vibrant and determined than ever before, displaying the qualities that has made the AIA a choice school for many parents and for so long.

I am delighted and honoured to be leading the Strathfield Campus, a school full of committed and passionate staff determined to provide the very best learning experience for all students of the Academy. My focus and that of the leadership team at AIA Strathfield is to ensure that every student has the opportunity to realise their full potential in a safe and welcoming environment and for students to develop into global citizens cable of enhancing the prosperity and well-being of their communities.

At AIA we are committed to a culture of excellence across all facets of school life, including academic standards, behaviour and moral conduct, Service to the community and participation by all. Inspired by faith in Allah (swt) and the love for our Prophet Muhammad (p.b.u.h) we are committed to creating an ambience for instilling care, compassion and respect in the mindset of our students, while nurturing innovation, creativity and excellence. Despite these difficulties at AIA we embraced these challenges with the same strong sense of tenacity and commitment that has for so long characterised the Academy and its staff culture.

Amongst some of the key highlights of 2022 included

- Successful NESA Accreditation & Registration- The Academy underwent its five-year cycle of NESA Accreditation and Registration was successful in attaining a further five (5) years of Accreditation.
- HSC results continue to be solid with 2 students scoring an ATAR of 95+, and 25% of the cohort scoring an 80+ ATAR.
- Improvement to school facilities with work commencing on the creation of a modern Science Lab, installation of school perimeter fencing, and a successful application to the Building Grant Authority (BGA) for the purchase and installation of two new Modular classrooms.

My sincere thanks to the AIA Board, and all the staff at the Australian International Academy Strathfield for their unrelenting dedication, commitment, and care for our students, without whom these successes would not be possible.

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



REPORTING AREA 2

CONTEXTUAL INFORMATION ABOUT THE SCHOOL

AIA Strathfield is an IB World Islamic School governed by an Academy Board. The Academy Board assumes responsibility for management and financial operation, the safety and welfare of students and staff, and the education programs and the policies of the School.



ABOUT THE ACADEMY

ACADEMY HISTORY

The Australian International Academy of Education, formerly known as The Australian International Academy (AIA), was founded to cater for the needs of Muslim students in Sydney, NSW and was first established in 2006 with our Strathfield Campus. In 2013, the then AIA opened a new branch of the school in Kellyville.

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

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

AIA's educational programme is well balanced between the Australian Curriculum and an Islamic environment. Our students are taught to be proud of their cultural identity and while the basic language of instruction for all subjects is English, the Arabic language and Religious Studies are taught at all levels, and all students are required to study a second language. The teaching and learning programmes are centrally monitored to ensure they are of the highest quality whilst being presented firmly within a culturally sensitive perspective. **The Tradition of Excellence.** The Academy has maintained its tradition of Excellence throughout the years. **AIA Strathfield School** has been a leading Academic IB & HSC School throughout the years, despite the small classroom sizes and restrictive buildings. We look forward to continued success for the school and a bright future for its graduates.

AIA is an IB World school offering the International Baccalaureate Primary Years Programme (IBPYP) for Kindergarten to Year 6, the Middle Years Program (IB MYP) for Junior High School students Years 7 to 10, as well as offering the HSC. The IB programme is a student-centred approach enabling students to develop important attributes and skills necessary for success at all levels of education, while its focus on internationalism and community service allows students to prepare themselves to be active, thinking, caring and involved World citizens.

AIA Strathfield Campus, students come from at least 24 different ethnic backgrounds, with the majority having been born in Australia. Although they are first- and second-generation Australian Muslims, the majority of our students are from backgrounds where English is a second language and/or where English is not spoken in the home.

The school enrolments for 2022 number are 458. Students attending the School are from 60 plus different suburbs around Sydney. 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, and the Academy enjoys a high Staff retention rate.

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

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

Values Education

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

Values such as cooperation, honesty, humility, peace, responsibility, respect for human dignity, respect for the law and a commitment to ethical behaviour are inculcated in students through participation and engagement in numerous learning experiences and opportunities. Values education at AIA aims to develop students' ability to clearly understand, appreciate and articulate their Islamic beliefs and values, listen to and respect other cultures and beliefs and realise that there is a set of core values which form a common bedrock on which to build our lives.

Student Welfare

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

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

Co-Curricular Programme

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

REPORTING AREA 3

STUDENT OUTCOMES IN STATE WIDE TESTS AND EXAMINATIONS

2022 NAPLAN DATA ANALYSIS

YEAR 3 – 43 students	STATE MEAN	AIAE MEAN	Above/ below
Reading	446	419	B
Writing	433	426	B
Spelling	430	446	A
Grammar & Punctuation	446	427	B
Numeracy	410	380	B

YEAR 5 – 37 students	STATE MEAN	AIAE MEAN	Above/ below
Reading	514	488	B
Writing	492	482	B
Spelling	513	498	B
Grammar & Punctuation	508	494	B
Numeracy	498	478	B

Year 7 – 37 students	STATE MEAN	AIAE MEAN	Above/ Below
Reading	549	541	B
Writing	539	529	B
Spelling	558	568	A
Grammar & Punctuation	544	535	B
Numeracy	559	548	B

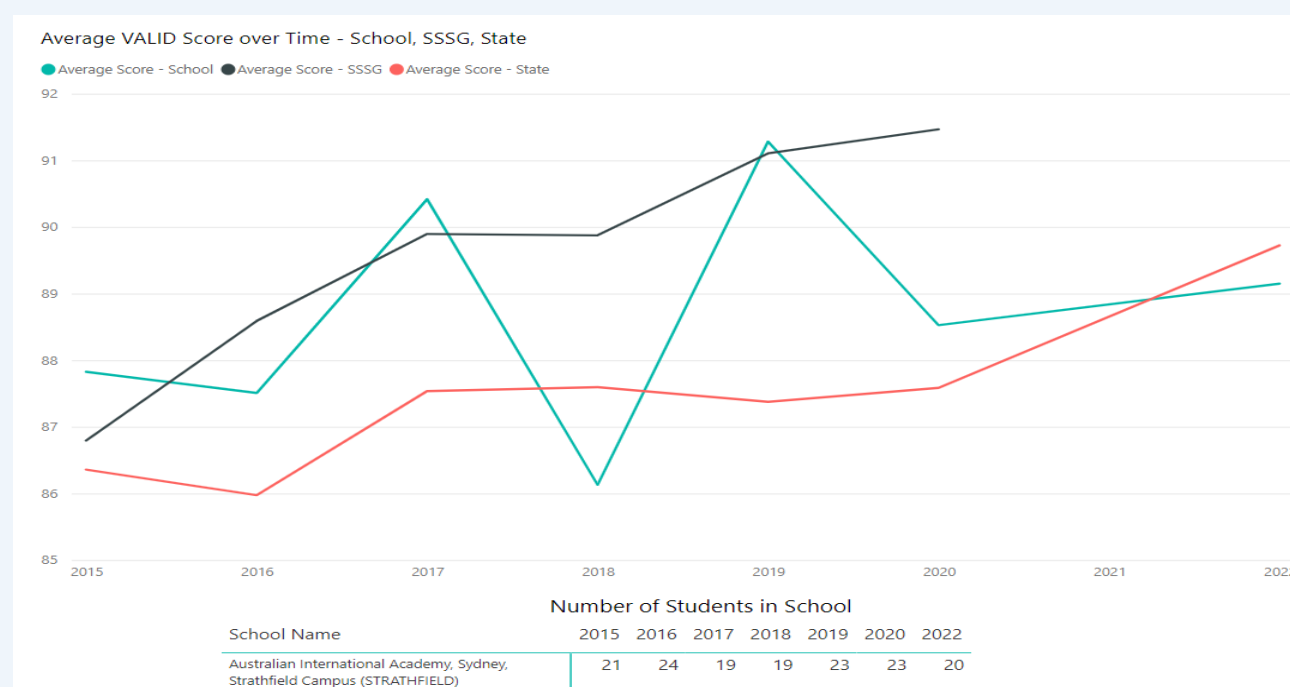
Year 9 – 42 students	STATE MEAN	AIAE MEAN	Above/ Below
Reading	586	557	B
Writing	569	577	A
Spelling	586	609	A
Grammar & Punctuation	585	582	B
Numeracy	595	576	B

VALIDATION OF ASSESSMENT FOR LEARNING AND INDIVIDUAL DEVELOPMENT (VALID)

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

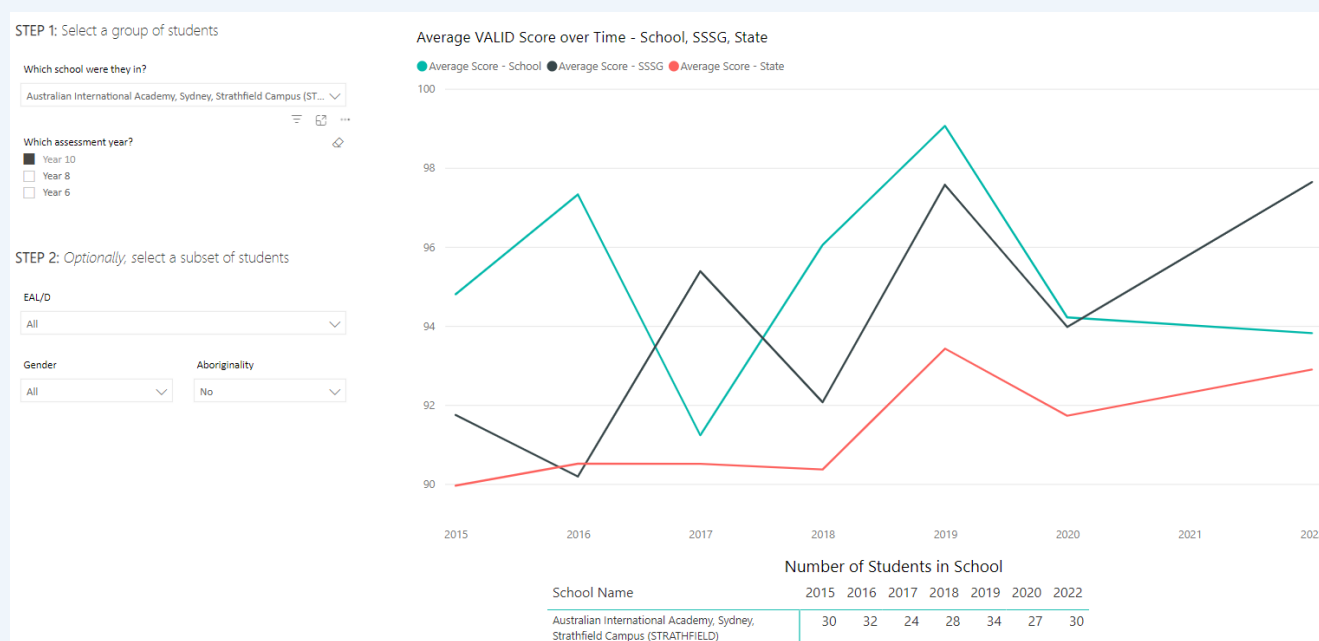
Year 8 students performed satisfactorily in the VALID 2022 test. Their performance is slightly below state schools. The Private schools sector didn't have results in 2022

Year	Number of Students - School	Number of Students - SSSG	Number of Students - State	Average Score - School	Average Score - SSSG	Average Score - State
2015	21	424	24,178	87.83	86.79	86.36
2016	24	1,256	25,390	87.51	88.59	85.97
2017	19	1,544	26,086	90.42	89.89	87.54
2018	19	1,632	25,858	86.13	89.87	87.60
2019	23	1,756	25,521	91.28	91.10	87.37
2020	23	996	26,302	88.52	91.47	87.58
2022	20		22,768	89.15		89.72



Year 10 students performed satisfactorily in the VALID 2022 test. Their performance is higher than the state schools but slightly below private schools.

Year	Number of Students - School	Number of Students - SSSG	Number of Students - State	Average Score - School	Average Score - SSSG	Average Score - State
2015	30	1,568	20,768	94.80	91.74	89.95
2016	32	1,312	19,346	97.32	90.19	90.51
2017	24	968	22,649	91.23	95.38	90.51
2018	28	1,488	24,835	96.05	92.07	90.36
2019	34	2,128	22,281	99.06	97.57	93.42
2020	27	1,724	22,082	94.21	93.97	91.72
2022	30	404	19,983	93.81	97.64	92.89



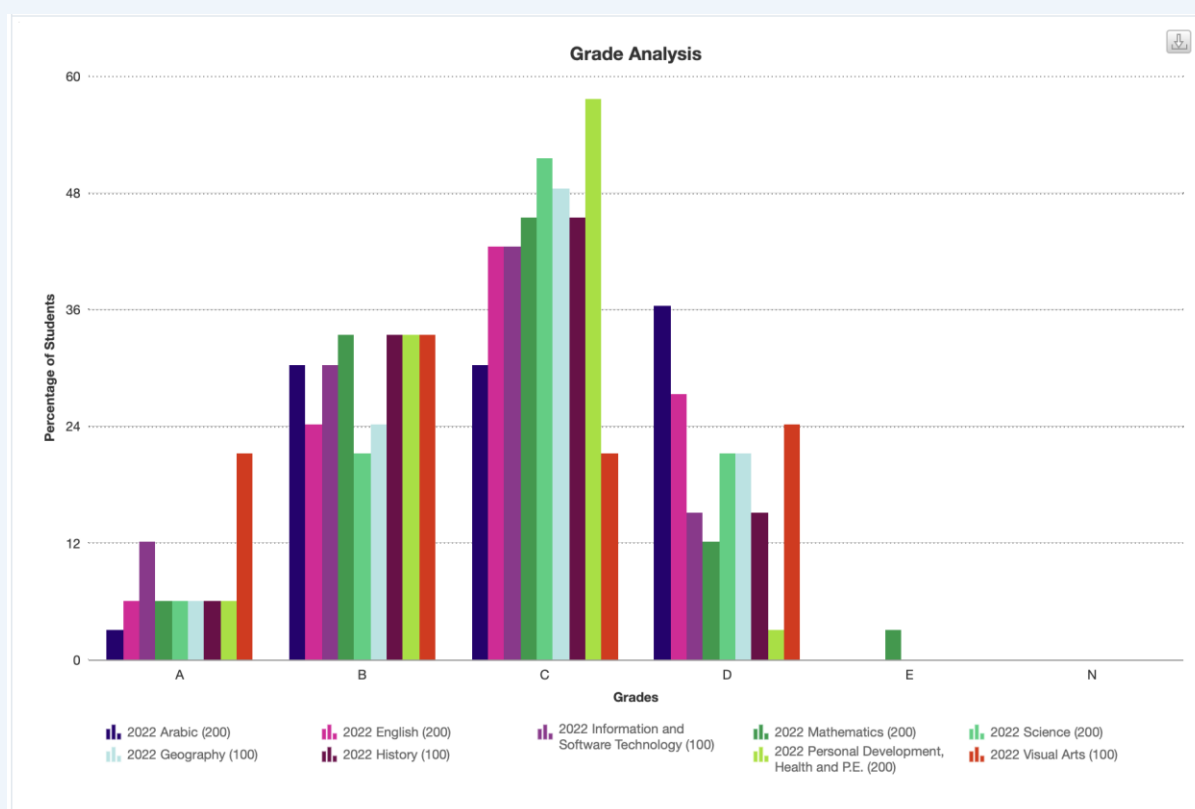
REPORTING AREA 4

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

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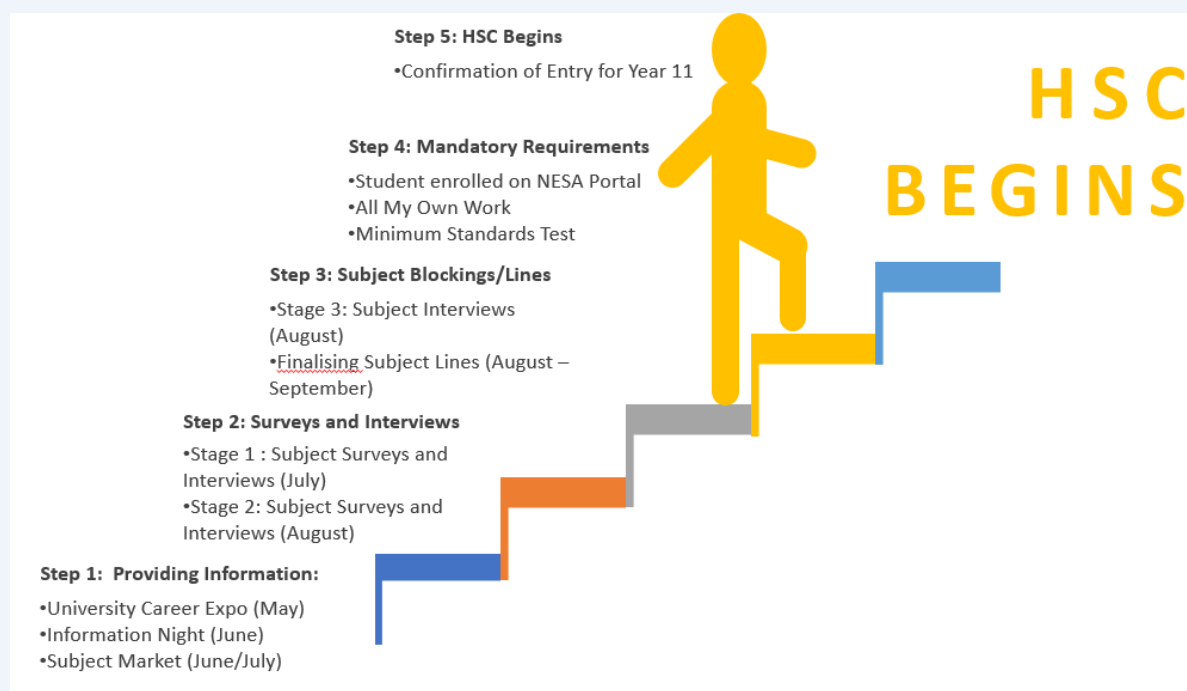
RoSA – Year 10 & 11

The school had 33 students in Year 10 in 2022 and they all successfully completed their RoSA requirements. The results were quite pleasing and they were able to get into the courses they wanted to pursue in Year 11. Below is the graph showing the percentages of each grade level subjects offered as part of the Year 10 RoSA Grades 2022:



Year 10 students also successfully completed HSC: All My Own Work course in 2022 before commencing Year 11 this year. The students also went through the induction process (shown below) to help them choose their subjects for Year 11.

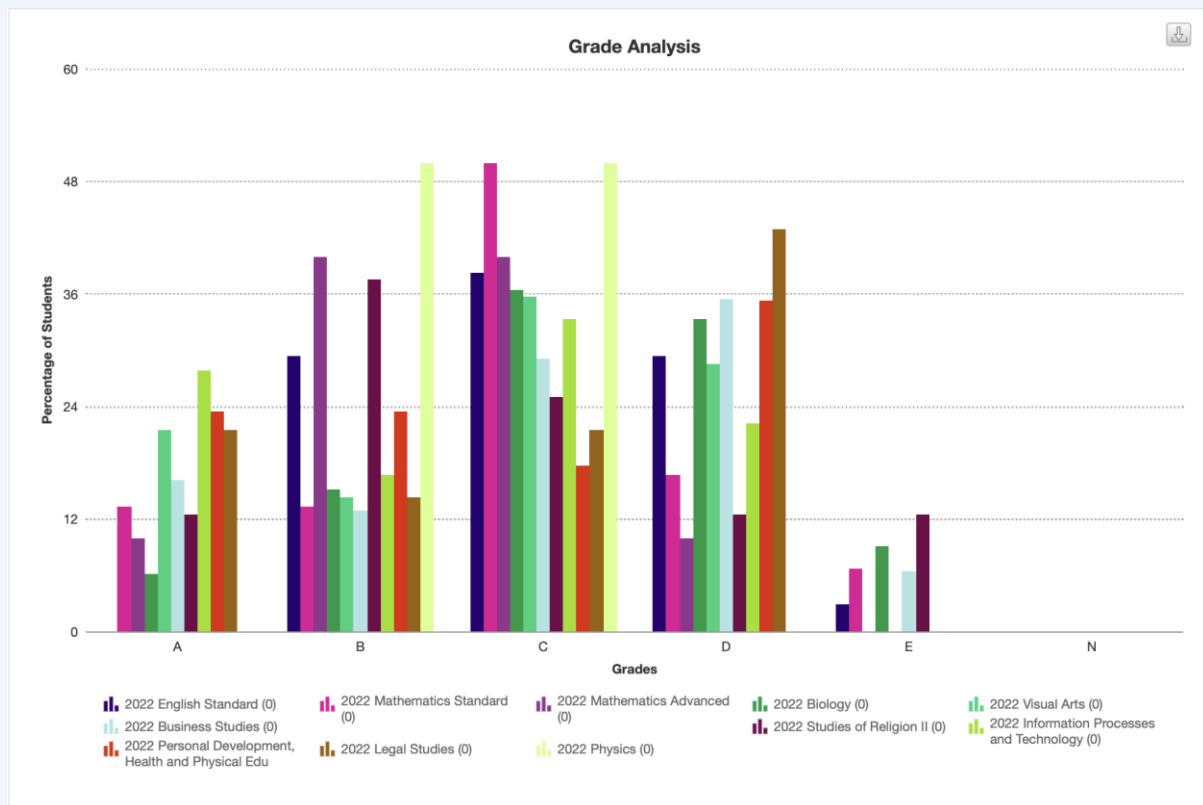
Steps of Choosing Subjects:



Preliminary Subjects offered for the Year 11 2023 are as follows: English Standard, Mathematics Standard, Mathematics Advanced, Biology, Visual Arts, Business Studies, Studies of Religion II, IPT, PDHPE, Legal Studies and Physics. We also supporting a number of students studying via Distance Education: Food Technology, Legal Studies, Arabic Continuers, Turkish Continuers and Chemistry.

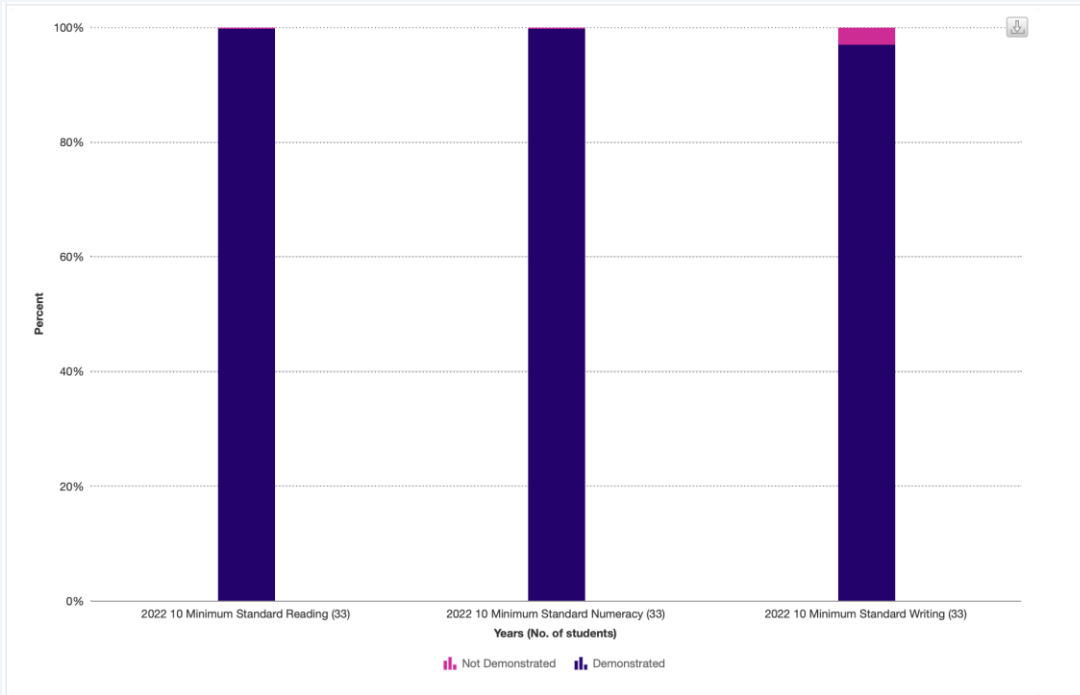
The school had 40 students in Year 11 in 2022, which is an increase of 10 students from previous year in the same year level, and they all successfully completed their Year 11 Preliminary HSC requirements. They were all promoted to Year 12 in Term 4 of 2022. Subjects offered for the Year 11 2022 were as follows: English Standard, English Advanced, Mathematics Advanced, Mathematics Standard, Biology, Society and culture, Business Studies, Physics, Arabic Continuers, Chemistry, PDHPE, Legal Studies, Information Processes and Technology, Studies of Religion II, Visual Arts, Extension Mathematics I.

Below is the graph showing the percentages of each grade level subjects offered as part of the Year 11 RoSA Grades 2022:

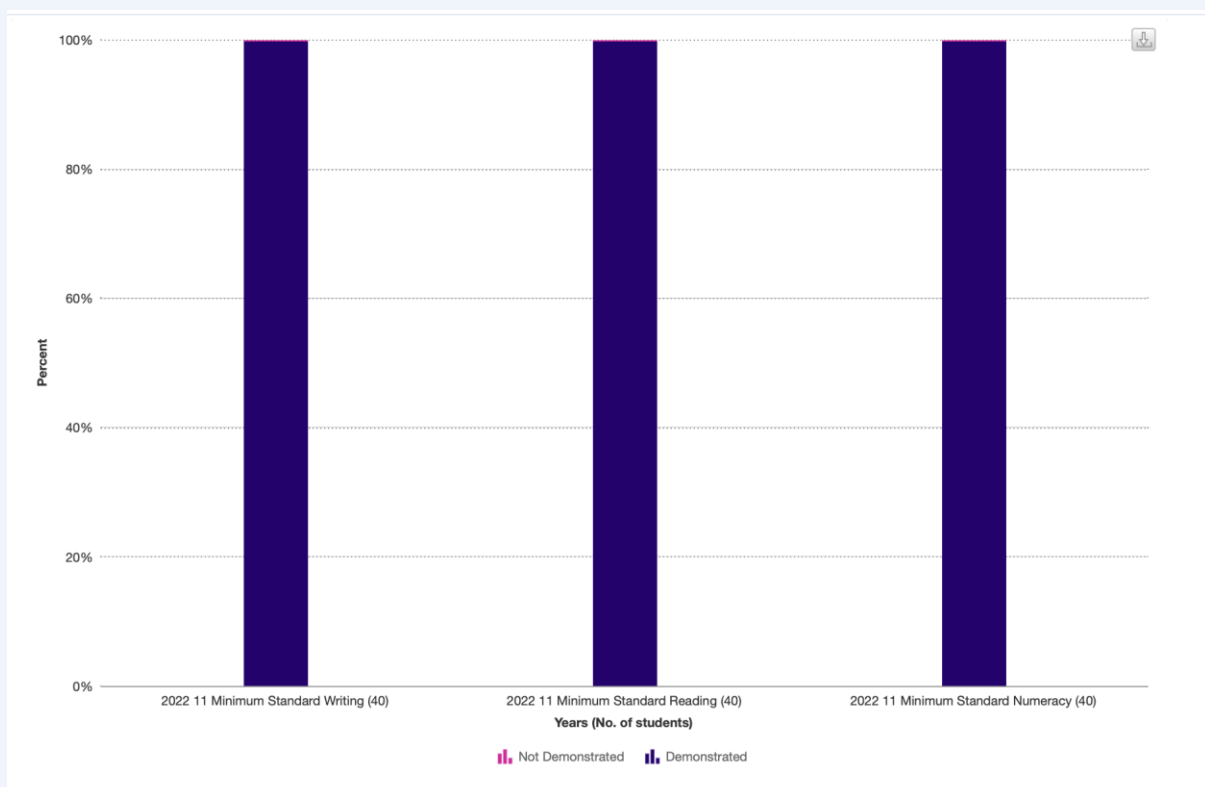


Minimum Standards Test – Year 10 & 11

All our students in Year 11 have achieved the minimum standard requirements in their Minimum Standards Test in 2022. Below are the Year 10 2022 Minimum Standards Test Results Analysis:



All our current Year 12 students are now eligible for HSC Credentials in 2023. Below are the Year 11 2022 Minimum Standards Test Results Analysis:



Higher School Certificate Results (HSC) – 2022

The retention rate of students from year 10 2020 to year 12 2022 was....

Year 12 attaining a certificate / VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2022	HSC	100%
2022	VET qualification	0%

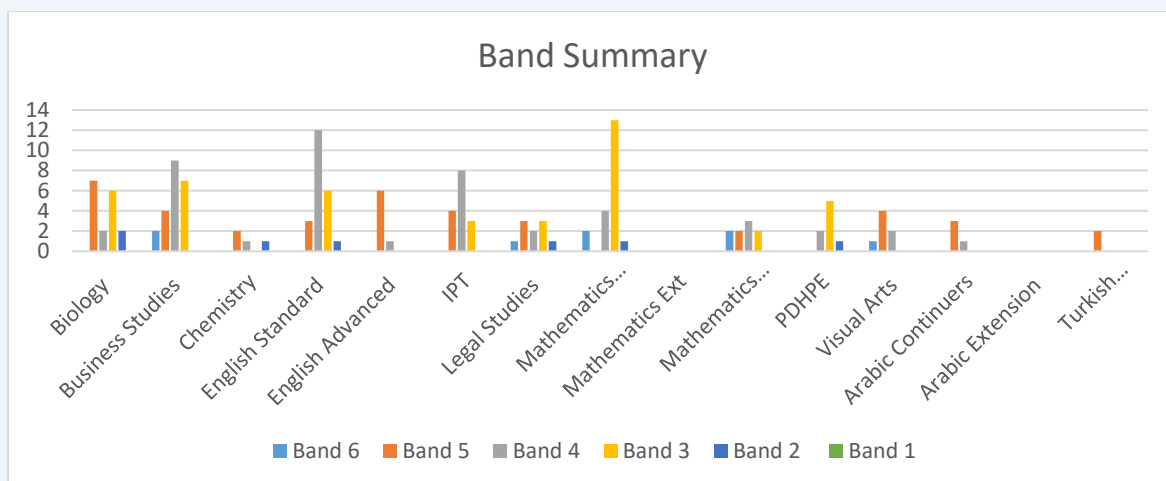
HSC – Year 12

The school had 29 students in Year 12 HSC in 2022. The HSC subjects offered were as follows: Arabic Continuers, Biology, Business Studies, Chemistry, English Advanced, English Standard, Information Processes and Technology, Legal Studies, Mathematics Advanced, Mathematics Extension, Mathematics Standard, PDHPE and Visual Arts.

They were all able to successfully complete their HSC requirements and received their HSC Credentials and Australian Tertiary Admissions Ranking (ATAR) in 2022. Almost 30% of students achieved an ATAR results of above 80 or more with the highest ATAR ranking of 95.40. Congratulations to all our 29 students have been offered university admission.

Below is the table showing Year 12 HSC 2022 School Group Statistics:

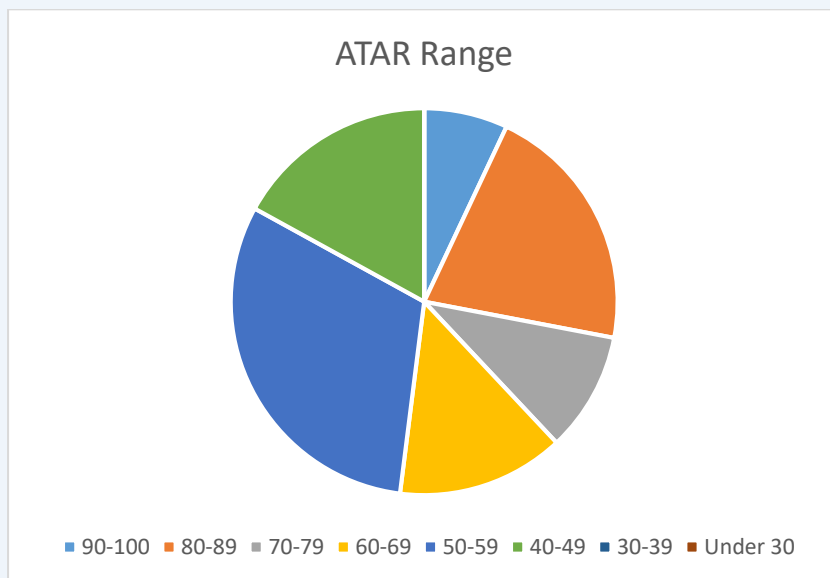
Name	Course	Students Included	Students Omitted	M.A. Mean	M.A. S.D.	Ass Mean	Ass S.D.	E.M. Mean	E.M. S.D.	State E.M. Mean	State E.M. S.D.	School/State Variation	Z-score
Arabic Continuers 2 unit	15510	4		83.85	5.82	84.50	8.50	83.30	5.54	80.71	9.97	2.59	.26
Biology 2 unit	15030	17		72.34	11.38	68.35	16.29	72.34	11.68	70.03	13.00	2.31	.18
Business Studies 2 unit	15040	22		75.15	9.59	62.18	16.55	75.03	8.57	73.95	11.77	1.08	.09
Chemistry 2 unit	15050	4		73.90	9.86	56.75	22.66	73.80	9.58	72.51	13.47	1.29	.10
English Advanced 2 unit	15140	7		82.17	4.70	73.71	12.50	82.17	4.51	81.53	7.95	.64	.08
English Standard 2 unit	15130	22		72.83	6.97	63.41	13.47	72.73	6.88	69.88	9.39	2.85	.30
Information Processes and Technology 2 u	15210	15		73.00	6.86	62.53	11.60	73.12	6.37	71.60	12.61	1.52	.12
Legal Studies 2 unit	15220	10		75.02	13.16	57.80	25.51	74.98	11.61	73.78	14.49	1.20	.08
Mathematics Advanced 2 unit	15255	9		78.00	10.70	67.67	19.18	77.78	10.93	78.31	12.25	-.53	-.04
Mathematics Extension 1 2 unit	15250	2		80.80	1.60	72.00	2.00	80.00	2.40	77.45	16.61	2.55	.15
Mathematics Standard 2 2 unit	15236	20		68.44	9.54	67.75	10.06	68.39	9.14	70.87	13.10	-2.48	-.19
Personal Development, Health and Physical Education 2 unit	15320	8		65.98	4.37	81.38	4.27	65.68	4.14	69.75	12.41	-4.07	-.33
Visual Arts 2 unit	15400	7		82.60	4.62	82.00	7.60	82.60	4.63	81.36	8.62	1.24	.14



All our students received offers from various universities. The table below shows courses and universities students received offers from and are currently enrolled in:

University	Course(s)
Sydney University	Bachelor of Speech Pathology
Western Sydney University	Bachelor of Arts Pathway to Secondary Teaching
Macquarie University	Bachelor of Psychology
Australian Catholic University	Bachelor of Nursing
University of Technology of Sydney	Bachelor of Advanced Science
Western Sydney University	Bachelor of Science
Western Sydney University	Bachelor of Nursing
Sydney University	Bachelor of applied science (speech pathology)
Macquarie University	Bachelor of Law/ Bachelor of Arts
Macquarie University	Bachelor of Exercise sports Science
University of Technology	Bachelor of architecture
Sydney University	Bachelor of Law/Bachelor of Commerce
Macquarie University	Bachelor of Biomedical and clinical sciences
Western Sydney University	Bachelor of Accounting
Western Sydney University	Bachelor of Robotics and Mechatronics Engineering
Western Sydney University	Bachelor of Construction Management (Honours)
The Australian College of Physical Education (ACPE)	Bachelor of Health Science (Exercise)
University of Wollongong	Diploma of Engineering
University of Technology	Bachelor of Information Technology

Distribution of ATAR Range 2022:



POST SCHOOL DESTINATIONS

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

REPORTING AREA 5&6

PROFESSIONAL LEARNING AND TEACHER STANDARDS ACCREDITATION STATUS OF STAFF WORKFORCE COMPOSITION

All teaching staff have tertiary qualifications in education and are all registered members of the NESA.

All teaching staff hold a Bachelor's or higher Degree with a number of staff having postgraduate degrees

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

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

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

Research shows that teacher quality has the strongest positive influence on student learning. Teaching is a complex profession that novice teachers and veteran teachers alike continually strive to master. Teachers at Australian International Academy of Education Strathfield are expected to adopt and demonstrate a supportive team approach to continual refinement and improvement of their individual professional practice. Professional development is vital to our collective success and to our belief in continuous improvement.

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

A two-hour PD block every week (Tuesday) where staff, guest speakers and professionals share their expertise, knowledge and ideas with staff. In addition, all staff participated in a large number of internal Professional Development on Tuesday afternoons when students are dismissed early. These PD sessions were largely subject based and concentrated on developing curriculum and programs and developing teaching skills. Teachers also participated in organised professional development activities on Collaborative Planning sessions where teachers are released to meet together once a week to plan, collaborate and engage in professional dialogue to enhance the teaching and learning.

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

Staff attend IB (PYP, MYP) conferences and workshops (local, interstate and overseas) each year. Support Staff attend courses related to their area of work.

In addition, staff participated in internal and external training workshops and conferences for the International Baccalaureate Middle Years Programme (MYP) and the Primary Years Programme (PYP), Curriculum Days and pupil-free days.

Level of Accreditation	Number of Teachers
New Scheme Teachers: Provisional/Conditional	13 (Provisional & Conditional)
Proficient	26*
Highly Accomplished	0
Lead Teacher	0
Total Number of Teaching Staff	39
Total Number of Non-Teaching Staff	21

**Including the teachers on maternity leave.*

Teachers Qualification

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

All teaching staff hold a Bachelor's or higher Degree with a number of staff having postgraduate degrees, including Masters Degrees.

CATEGORY	NUMBER OF TEACHERS
(i) Having teaching qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	39
(ii) Having qualifications as a graduate from a higher education institution within Australia or one recognized within (AEI-NOOSR) guidelines but lacking formal teacher education qualifications, or	5
(iii) Not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0



REPORTING AREA7

STUDENT ATTENDANCE AND MANAGEMENT OF NON ATTENDANCE

Attendance Rate

Year Level	2020	2021	2022
Primary (K - 6)	91.21%	90.33%	93.00%
Secondary (7-12)	88.97%	89.39%	91.00%

Whole School attendance rate: 92%

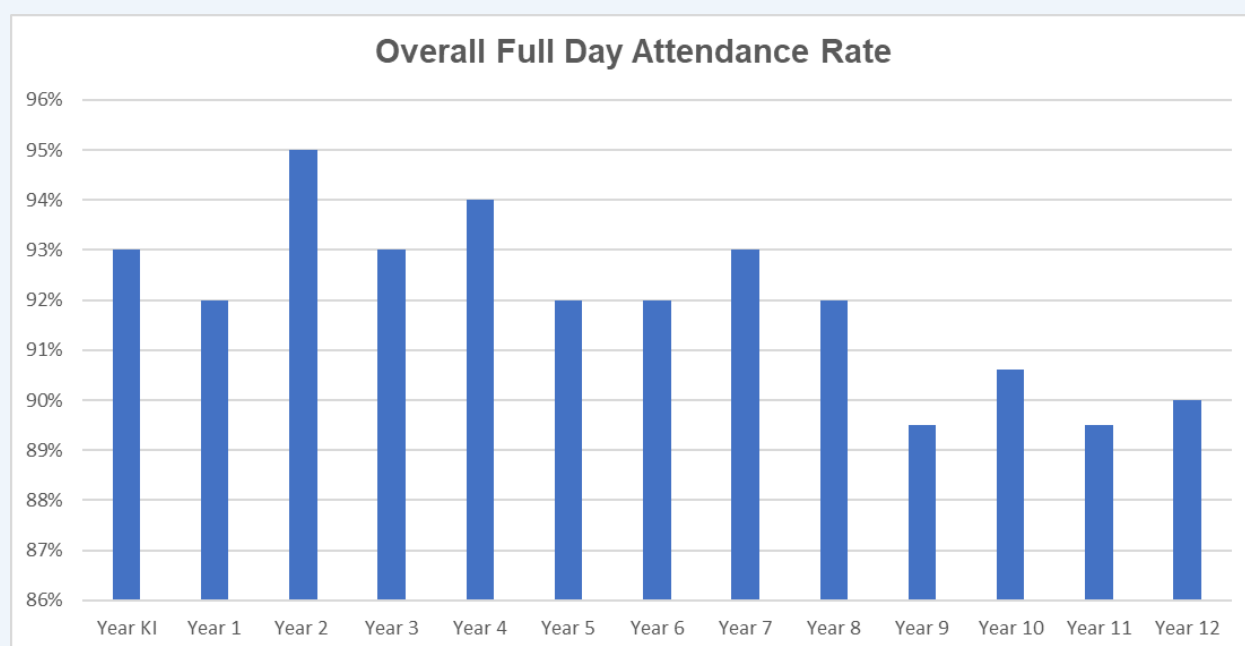
The attendance rate is an area worth celebrating at the AIA. The rate is higher than some schools of a similar background. The attendance rate is an area worth celebrating at the AIA. The rate is higher than some schools of a similar background (ie, local area, independent schools, etc). Many of our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

The class roll is marked twice daily.

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

Attendance Rate

	2020	2021	2022
Year Level	Attendance Rate Term 1 – 4	Attendance Rate TERM 1 – 4	Attendance Rate TERM 1 - 4
Kinder	91.72%	90.69%	93%
year 1	92.12%	92.69%	92%
year 2	88.81%	90.94%	95%
year 3	90.79%	86.82%	93%
year 4	84.36%	89.51%	94%
year 5	89.83%	88.67%	92%
year 6	92.03%	92.96%	92%
year 7	90.69%	89.65%	93%
year 8	91.22%	86.95%	92%
year 9	90.85%	88.17%	89.50%
year 10	90.38%	86.48%	90.60%
year 11	90.25%	94.03%	89.50%
year 12	89.28%	91.04%	90%



Attendance Rate	
Year Level (Sector)	2022
Primary (K1 - 6)	93.00%
Secondary (7 - 12)	91.00%

MANAGEMENT OF NON ATTENDANCE

Full policies are available to all staff on the intranet.

INTRODUCTION

At Australian International Academy of Education Ltd Strathfield, we employ specific processes to maximise learning opportunities by ensuring absenteeism of students is kept to a minimum. Procedures for managing absenteeism within the school will be followed by all those involved in the student's education. The process will be managed by the Head of School and the Student Registrar.

We also enforce the understanding that students of school age (five to sixteen years) are required to be in full-time attendance at a government or registered non-government school unless they are receiving approved home tuition, have a shared enrolment with a specialist setting, have received exemption from the Regional Director (Schools) or are enrolled in correspondence education.

Students are required to attend school regularly and with minimal absences to ensure that sufficient class time is devoted to the subject requirements and completion of work.

All HSC subjects require at least 120 hours of class time. Senior School students need to adhere to the Academy's attendance policy along with additional requirements.

PUNCTUALITY

1. Kindergarten – Year 12 students are expected to be at the Academy by 8:30am. It is the responsibility of all students to be in classes on time during the day.
2. Students arriving late after 08:39am must report to the office and obtain a late pass. This needs to be completed before being admitted to their classes.
3. Where a valid reason exists for a student not being able to attend school at the required time, the parent should inform the Student Registrar via a signed note or telephone call. Parents have one week to inform the school of the reason for absence.
4. Students who breach the punctuality policy will:
 - be issued with a late pass provided there is an acceptable reason given.
 - be issued with an after-school detention for the frequent breaches.

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

ADDITIONAL REQUIREMENTS FOR Year 7 – 12

6. In addition to the Official Attendance Roll on PCSchool, all subject teachers must keep their own subject attendance records and must mark their attendance Roll for every lesson on PCSchool.
7. Form Teachers 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.
8. Subject teacher must report lateness and frequent absences to the Form Class Teacher on a weekly basis for students in Years 7 - 11.
9. Year 12 teachers must report student lateness or absences from classes to the Year 12 Form Teacher on a daily basis for an immediate action.
10. Subject teachers and Form Teachers are accountable to the Principal for the implementation of the above policy.

BREACH OF ATTENDANCE & PUNCTUALITY RULES

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

EARLY DISMISSAL

In cases where a student is to be dismissed before the official end of day assembly (03:30pm), a written note signed by a parent must be provided to the Form Teacher/HTL. Students are required to report to the office and sign out before leaving the School grounds. If a student is to be collected from the School, the parent is to report to the office and sign

the student out. For Year 11 and 12 students, students can sign out and leave school if the school front office and HTL has been notified in the student diary or via phone or email.

ADDITIONAL PROCESS: YEAR 12 EARLY DEPARTURE DURING STUDY PERIODS: Periods 5 & 6

Australian International Academy of Education Strathfield recognises Year 12 students who have study periods during period 5 and 6 on any of the days of the school week may want to go home after completing all their classes till lunch.

In accordance with the School's Attendance Policy, it is required the School provides a formal leave pass (i.e. a signed copy of this note) for the student to carry with them at all times. This leave pass assists teachers, office staff, police officers and community members (such as bus drivers, etc) to identify students who have permission to be out of school during school hours.

This special leave pass will be given to the Year 12 students who are able to meet and fulfil the following conditions:

1. The student must have a continuous double study period after lunch (Period 5 & 6).
2. The student must attend all the classes before lunch.
3. The student must attend salat and leave after 1:45pm.
4. The parent of the student must sign the student out and pick their son/daughter from the front office.
5. Any student living in close proximity of the school will be allowed to walk home or take public transport to home provided a signed note is provided by the parents requesting this special provision with the intention of taking full responsibility of their son/daughter's travel back home after exiting the school grounds. In this case, the student must sign out himself/herself at the front office.
6. The student will not be allowed to leave school if they have afterschool class on the day.
7. The student must leave the school grounds in full school uniform.
8. Once the student has left school for the day after fulfilling all the above conditions, he/she must not return to school on the day of the early departure as the intention is for them to study at home or attend special tutoring classes outside school after leaving the school grounds.
9. Any student failing to adhere to the above conditions will lose their permission to leave and will be required to stay in the library for their study period.

STUDENT ABSENCES

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

SHORT/LONG TERM LEAVE AND OVERSEAS TRAVEL

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

Retention Rates year 10 to year 12 in 2022: 90.63%

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.



REPORTING AREA 8

ENROLMENT POLICY INCLUDING PREREQUISITES FOR CONTINUING ENROLMENT

Full policy is available to all staff on the intranet.

ADMISSIONS AND ENROLMENT POLICY AND PROCEDURES (extracts from policy)

APPLICATION & SCOPE

This Policy and Procedure applies to all enrolled students, prospective students, their parents/guardians/carers (hereinafter referred to as **parents**) and all Academy staff.

INTRODUCTION & PURPOSE

This Policy and Procedure document sets out the Academy's policy and procedures in relation to enrolment and admission of students from Kindergarten to Year 12 at the Academy and is made pursuant to the requirements of the Education Act and the NESA Manual for the Registration and Accreditation of non-Government Schools.

The Academy aims to ensure the equitable allocation of student places at the Academy and determine successful enrolments according to the vision, mission and values of the Academy. At times, there might be more students registered for a place than there are places available within the Academy at particular year levels.

Ultimately, the selection of students for entry into the Academy and all decisions made as part of the enrolment procedure rests with and are the prerogative of the Academy and are determined for the benefit of the Academy

A. TERMINATION OF ENROLMENT FOR POOR ACADEMIC PERFORMANCE

1. Students may be identified as being *at risk* of having their enrolment terminated if they are not able to meet the minimum requirements for continuing enrolment at the School.
2. Generally, a student is deemed not to be satisfactorily progressing if he or she is not able to meet the requirements outlined in the Academy's:

- (a) respective year level Learning Agreement;
 - (b) respective year level Curriculum Handbook;
 - (c) above Continuing Enrolment guidelines;
 - (d) and specific course requirements.
3. The School will make every effort to counsel and support students. However, in cases whereby a student is unable to satisfactorily respond to the school's recommendations, this *may lead to a decision to terminate* a student's enrolment at the School for poor academic performance.

B. TERMINATION OF ENROLMENT FOR BREACH OF DISCIPLINARY POLICIES

1. If the Academy considers that a student is guilty of a serious breach of its Policies and Procedures, including but not limited to Student Management and Discipline Policies, or has otherwise engaged in conduct which is prejudicial to the Academy, its students or staff, then the Academy Head and/or Principal or his/her delegate may exclude the student permanently or temporarily at their absolute discretion.
2. If the Academy Head, Principal or his/her delegate or the School Board believe that a mutually beneficial relationship of trust, respect and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the Academy Head, Principal or his/her delegate or the School Board may require the parent to remove the child from the Academy.
3. The Academy will only exercise its authority under this **clause J** to exclude a student permanently if it has provided the student(s), parent(s) or guardian(s) of the student with details of the conduct which may result in a decision to exclude the student and have provided them with a reasonable opportunity to respond.
4. The Academy reserves the right to suspend or cancel the enrolment of a student for serious or continued breaches of the Academy Policies and Procedures.
5. No remission of fees will apply in relation to any of the above cases.

C. PRIVACY

Information collected as part of the enrolment process is done so in accordance with the Academy's Privacy Policy, available on the Academy's website.

D. EXCLUSION POLICY

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

E. POLICY REVIEW

This Policy is reviewed annually, or earlier as required, in order to ensure the terms are current, fair and representative of the Academy's requirements. In the event that the Academy chooses to update or amend any terms of this Policy, Parents and/or Guardian(s) will be deemed to have been notified of the updates and/or changes if the Academy sends a copy of, or a link to, the updated and/or amended Policy via the Academy's method of parent communication (including but not limited to Skoolbag, email, newsletter) and will take effect from the date specified in the notice.



REPORTING AREA 9

SCHOOL POLICIES FOR STUDENT WELFARE, ANTI BULLYING DISCIPLINE AND COMPLAINTS GRIEVANCES

Full policies are available to all staff on the Academy Website and Intranet www.aia.nsw.edu.au

STUDENT WELFARE

Pastoral care of students refers to all actions taken within Australian International Academy of Education (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.

POLICIES FOR STUDENT DISCIPLINE

AIA is school founded on Islamic principles, and such recognises the importance of a secure and disciplined environment to enable students to effectively be managed and educated and that a "process of discipline" is necessary to in delivering graduates who are self-disciplined and self-regulated individuals.

Despite the best efforts of staff, there are occasions when a student may fail to act reasonably or may act in a way that impinges on the rights of others and the core values of the School community.

All disciplinary action that may result from any sanctions against the student including suspension and expulsion are based on procedural fairness.

Corporal punishment is not permitted under any circumstances.

REPORTING AREA 10

SCHOOL DETERMINED IMPROVEMENT TARGETS

The Academy improvement plan, which has allowed the AIA Strathfield to purchase resources and essential reading programs, send staff on professional development, and provide release time for staff to collaborate on strategies for better school improvement and increase student and community engagement and satisfaction. 2022 has been another year of consolidation and implementation of the structures that were introduced in 2007 to support its journey of progress, development and improvement.

The school's priorities and improvement targets are part of a long-term plan as well as being "work in progress". In all the areas of "school improvement" mentioned below, the foundations have been laid in many of the areas and the journey of transformation which commenced in 2007 continued on throughout 2022. The modest achievements made in previous years are another great incentive for the AIA community to continue to face the challenges and see them as opportunities for further gains. Our School Improvement Plan is based on the Hill and Crevola nine elements.

AREA	PRIORITIES/TARGETS/ WORK IN PROGRESS
Curriculum, Teaching and Learning	The school community recognises that highly effective teaching is the key to improving student learning throughout the school. Encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning. Continued establishment of digital classrooms and staff professional development in technology. Consolidating a whole school approach to improvement to achieve the best possible teaching and learning environment for students and staff. Continued staff training and consolidation of NESA and IB Programmes (PYP and MYP) and NAPLAN testing and requirements.
Leadership and Coordination	Consolidating organisational structures to maximise opportunities to learn. Leadership training and expanding positions of responsibility. The involvement of an informed and coordinated leadership team with clearly defined roles.
Standards and Targets	Setting high expectations of quality teaching and learning along with a shared understanding of the standards to be achieved and the targets established for students
Assessment & Reporting	Setting in place a system of continuous monitoring and assessment of student progress. Consolidating Portfolio assessment. The use of data in various areas of school operations to inform our teaching and learning decisions, planning and preparations
Intervention	A high priority on ensuring that classroom teachers identify and address the learning

& Special Needs	needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need. Targeted support for students who need additional assistance.
School and Classroom Organisation	Ensure that teaching & learning is supported by ICT; teaching & learning promotes understanding of academic honesty; teaching & learning meet the needs of all students.
Home, School & Community Partnership	Developing genuine partnerships between teachers, parents, neighbouring schools and the wider community to support and extend student learning.
Staff Professional; Development	Staff professional development and training especially in accreditation, professional standards, assessment, the International Baccalaureate Primary Years Programme, Middle Years Programme and Diploma Programme and embedding recognised best practice in the teaching & learning. Involving professional consultants to work with staff in the areas of literacy and numeracy, mental health and continued promotion of NESA Accreditation
Facilities	Continue improving our facilities

As we reflect on 2022 school year, we learn that again it has taught all of our school community the notion of resilience, perseverance and most of all when we work together, combine our mental, physical, and spiritual resources, we can overcome any challenges we face. Despite all the challenges of the post COVID era and global financial problems, our students and staff have achieved excellence in their academic and co curricular endeavours. It has been fantastic to witness the development of our Infant School students in Kindergarten to Year 2. Working as young inquirers, their teachers foster a love of learning and exploration of knowledge and our world. For our Year 3 to 6 students, they have shown all of us, the creativity and wonder of young minds as they work together to find solutions to some of world's most challenging issues such as: equality, climate change, resource conservation, and intercultural understanding and respect. For our Middle School students in Years 7 to 9, taking risks and experimenting with new technologies, formulating new ideas and creating the impossible.

Our Year 10 students gradual transition into Senior Secondary has seen them engage in more personalised, independent learning and consolidating their conceptual understandings of Middle Schooling with the culminating MYP Personal Project. Our Senior Students in Year 11 and 12 HSC have overcome the numerous obstacles to successfully venture into the realm of tertiary and university education and embark on their future career aspirations. Due to everyone's adaptability, flexibility, and resilient attitude and mindset once again our staff and students continued to provide quality teaching and learning which allowed all our students to apply their knowledge skills and understandings in unique, dynamic and authentic ways. Our teachers continue to provide diverse opportunities for students with afterschool sports programmes, sports challenges and competitions; debating and public speaking, Mock Legal Trials, Education Perfect annual international subject

competitions; spelling bees; visual arts competitions and exhibitions; and writing and poster competitions. In line with national and international initiatives students were engaged in STEAM (Sciences, Technology, Engineering, Arts, and Mathematics), Science VALID tests, Lego and robotics; Mathematics Olympiads; and National Book and Science Week activities and challenges. Across the Primary and High Schools, we continue to foster the IB Programmes philosophy through the IB Learner Profile attributes, Approaches to Learning (ATL) Skills and strengthening students' conceptual and interdisciplinary skills through real-life contexts. It is amazing to behold how our learning community works together to nurture young individuals with a strong foundation in their academics and co-curricular ventures, social and emotional well-being, mindfulness of others and importantly their Islamic faith to adapt and interact in a rapidly ever-changing world. 'This is truly a testament of the Australian International Academy of Education's mission to "to develop well-prepared, self-motivated graduates who advance Australian with Muslim Values.'

REPORTING AREA 11

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 program, which places emphasis on character building and a value driven life. The school wants students to feel valued and cherished and to recognise that they are an integral part of the school and wider community.

Our Values, Interfaith and Harmony Program Coordinator provides the structure and programs which allow students to practice a set of core values which are fundamental to the well-being of the individual and of humanity as a whole. By living and practicing the values, the students will, we hope, adopt them as central character traits within their lives.

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

The following are some of the activities/initiatives undertaken throughout 2021 promoting respect and responsibility:

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

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

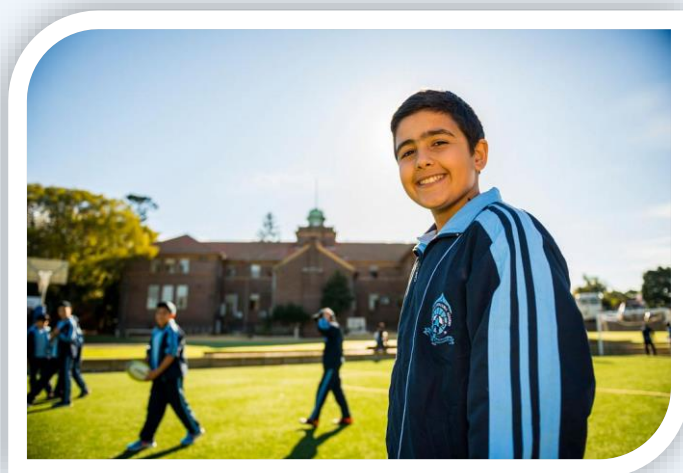
2. Service and Action.

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

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

3. Community events.

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



REPORTING AREA 12

PARENT, STUDENT, TEACHER SATISFACTION

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

The main focus of our data collections 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

STAFF SATISFACTION

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

PARENT SATISFACTION

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

STUDENT SATISFACTION

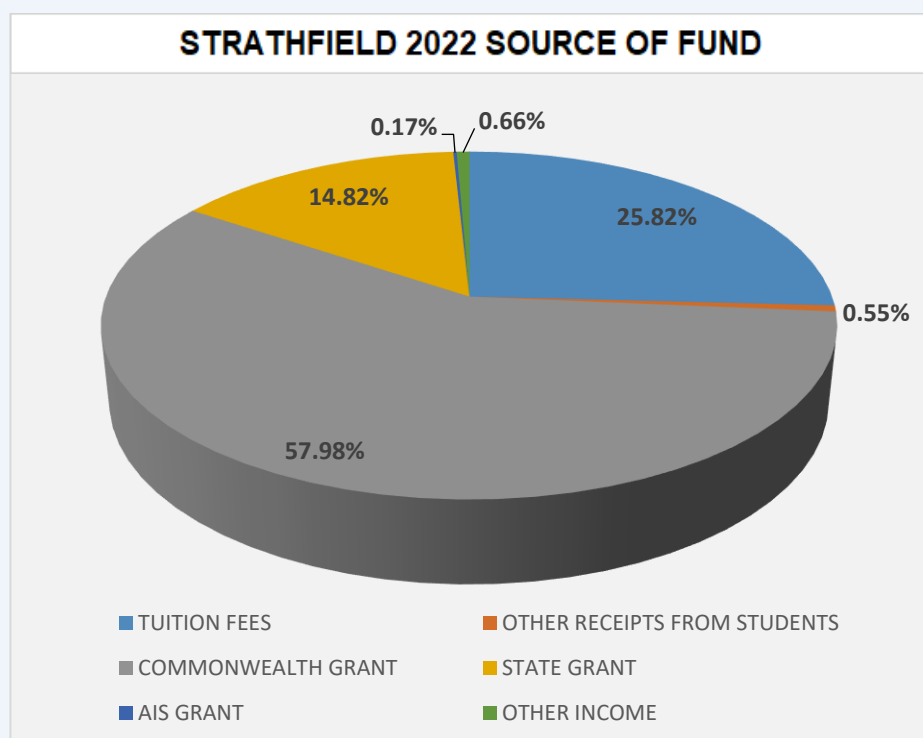
Participation levels in the full range of student activities were exceptional at the Academy during the course of 2022. Students were fully engaged in their academic programs, participated fully in numerous co-curricular activities and continued the strong focus on Community and Service activities. All students are provided with numerous opportunities to reflect on their learning and experiences at school, and the feedback from students have always been very positive and encouraging showing satisfaction and pride in their school.

REPORTING AREA 13

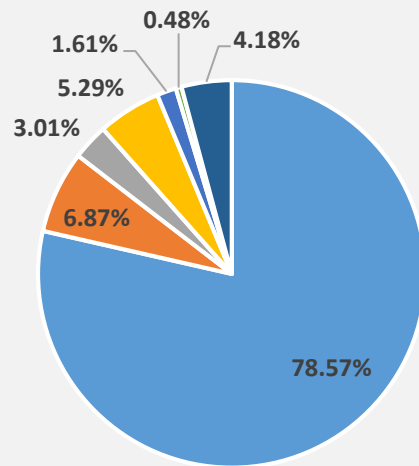
SUMMARY FINANCIAL INFORMATION ACADEMY SENIOR FINANCIAL MANAGER

2022 Academic year brought many challenges as well as opportunities for learning and growth for the school. The annual report shows how AIA Strathfield is progressing and developing as a school and outlines what has achieved.

Currently Australian International Academy Limited (AIAE) operates two schools in Sydney; Kellyville Campus and Strathfield Campus. Each AIA campus operates independently and is responsible for the school's financial budget and performance. Each campus has independent income, expenditure, budgets and targets. The income that each campus receives from tuition fees, private income and government grants is used entirely for the operations of the school. There is a School Board which along with the Academy Head and the Business Manager control the financial accounts at each campus. Each year the financial accounts are audited by external auditors in accordance with the Australian Accounting Standards and they present their independent report on the internal and financial controls.



STRATHFIELD 2022 APPLICATION OF FUND



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

Expenditure of 1.4% made of capital

\$ 15k Computers and IT Equipment

\$ 11k Furniture & equipment

\$88k Building improvements



REPORTING AREA 14

PUBLICATION/INFORMATION REQUIREMENTS

The annual report is provided to NESAs on RANGS Online

The annual report is published on the school's website

The annual report is available to anyone upon request