



AUSTRALIAN INTERNATIONAL ACADEMY

**ANNUAL EDUCATIONAL
& FINANCIAL REPORT**
Strathfield Campus, Sydney
2016

Advancement
Determination
Faith



EDUCATIONAL FINANCIAL ANNUAL REPORT 2016

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



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REPORTING AREA 1

MESSAGE FROM KEY SCHOOL BODIES

Message from the Academy Head Director

Mr SALAH SALMAN AM

Message from the Academy Director General
Mr. Salah Salman AM

Dear Students, Parents, & Friends

AssalamuAlaikumWr. Wb.

The Year 2016 is the year of challenges. The Academy has witnessed great achievements at the Academy in different Campuses, against some external challenges. Alhamdulillah, the Academy has been the winner. We are blessed to have top quality leadership teams at all AIA Campuses in Melbourne and Sydney - Australia, and in Abu Dhabi - UAE, who have led and realised such great successes. NAPLAN & Academic Progression

NAPLAN & Academic Progression

The academic progression, especially the student academic growth rate in Sydney and Melbourne campuses has been remarkable. Congratulations to both Melbourne Senior Campus and Caroline Springs Campus in particular, as they have done exceptionally well in NAPLAN National Testing and student achievement in 2016. Actually, the last four years, have confirmed the Academy's steady progression in all areas including Reading, Writing, Grammar & Punctuation, Spelling, and Numeracy. The Growth Rate in most areas over the two years period was well above the National Level, especially at Melbourne Senior Campus. In New South Wales both Starthfield and Kellyville Campuses have their areas of strength at different levels.

Year 12 Results

2016 Year 12 Results, were another success story that have added more credit to the Academy's progressive and consistent advancement record throughout the years. Actually, 16 students or 22% of Year 12 graduates have scored above 90 ATAR Scores, and 24 students or 32.8% of Year 12 graduates have scored above 80 ATAR Scores. It is a good result by all measures for both VCE & IB graduates.

Our New Campus At Caroline Springs

This year, Alhamdulillah, we have managed to purchase an excellent site at 183-191 Caroline Springs Boulevard, Victoria, to replace the rented place at 5 Stevenson Crescent, Caroline Springs. Insha'Allah, all students will move from the old place to the new site, as from the start of 2017 School Year. The new site will accommodate students from Preparatory level to Year 12, and provide sufficient facilities for senior classes in VCE & IB Programs, in addition to a large space for future buildings and developments.

Our Building Program

The Stage 3 of the building Program at Kellyville, NSW, will be completed by end of April, 2017. The new facilities will include a Chemistry Lab, 3 Art rooms, 2 class rooms, a temporary multipurpose hall, a food technology room and a canteen.

The cost is around 4.5 Million dollars and the Commonwealth Government will contribute \$844,000 towards the project.

As the Strathfield Campus is a rented place with all the limitations imposed on us because of the heritage buildings restrictions and the lack of cooperation from the landlord, we cannot do further developments on that site above what we have already done. Insha'Allah, the time is due now to purchase our own property and develop it as we have done at Caroline Springs, Victoria.

Wassalamu Alaikum Wr. Wb.

Salah Salman AM
Academy Head



REPORTING AREA 1

A MESSAGE FROM SCHOOL'S CHAIRMAN AMJAD HUSSAIN

Dr. Amjad Hussain

Asalamo alaykum Wr Wb.

Alhamdulillah it is an honour to be back on the Academy Board after having some time away for the past few years.

First and foremost, I would like to thank all the Board members for their ongoing services and contribution throughout the year. Jazakumullah Khayran.

On behalf of the Board I would like to farewell Mr. Adel Salman, Mr. Tarek El Sawi and Dr. Justin Brown. Thank you for your sincere efforts and contribution to the Board over the years. Noteworthy is Dr. Justin Brown's efforts in significantly improving the Board's governance, training and independence. InshaAllah I hope to continue and make further improvements from his hard work.

In turn, the Board welcomes Mr. Malcolm Thomas and Mr. Yasir Suleiman (both experienced ex-ICV Presidents). I look forward to their contribution over the next year, along with our other Board members.

Infrastructure development has continued in 2016, particularly at the Kellyville (Sydney) and the Caroline Springs campuses. The Kellyville campus has now reached Stage 3 of its development, whilst the Caroline Springs campus has acquired a new school premises. This growth will enable both campuses to allow for enrollments up to Year 12 in 2017 InshaAllah. The rapid increase in infrastructure during the past 2-3 years has created some financial strain for the Academy, however both the Board and the Trust (of which I am also a member) is doing its best to steadily manage this and continue to keep the Academy financially secure InshaAllah.

Alhamdulillah it is significant to note that the academic achievement and progress across all campuses has seen improvement as judged by the NAPLAN results.

Finally I would like to thank and congratulate the Trust, Board members, senior management, staff and the whole school community for the Academy's achievements throughout

2016. Jazakumullah Khayran.

Dr. Amjad Hussain
Board Chairman



REPORTING AREA 1

MESSAGE FROM HEAD OF CAMPUS; MRS MAFFAZ AL SAFI

Positive Engagement & Social-Intelligence

The Academy has been on a relentless pursuit to increase the level of Literacy and Numeracy to ensure our students will excel. We also have an efficient and vibrant Service and Action program for our junior students along with Community and Service for the seniors; which has been an investment in the building of our young peoples' socialemotional resilience, wellbeing fitness and respectful and ethical growth mindsets. To quote Howard Gardner from his book Five Minds, "I have nothing against excellence, but at the end of the day, the world doesn't need more of the brightest and the best, but more of those of good character."

The five minds he goes onto to describe are the creative, the critical, the synthesising, the respectful and the ethical.

Introducing students to concept of what living ethically looks like, sounds like and feels like will sow the seeds to strengthen their characters. These might include acting in ways which they know will benefit their and others' wellbeing and fitness. Moreover making choices based on what their minds tell them is the right thing for them to do.

Expecting students to sit in class passively and quietly and hoping that their brains will somehow absorb knowledge is not the motto of our school, as our education philosophy dictates to us that this is non-productive and disengaging for them.

Subsequently, the key to quality learning is for students to actively and enthusiastically engage in exploring, with their teachers. Our Academy utilises inquiry based teaching and learning, synthesized with the IB Learner Profile and has been a successful approach.

Cultivating conscious habits in our students to adapt how they learn and think for differing situations is constructively implemented in our teaching. By being mindful connects students with themselves and the moment.

We strongly the challenge of actively listening to others is an effective growth mindset.

Furthermore, this creates classes, which are places of adventure, experimentation and exploration that arouse students' curiosity to enable them to strive, thrive and flourish. The secret is to teach them to listen with their eyes, their ears and their hearts. This enables students to absorb and question the main messages and how they connect with what they already know and ask.

Supporting and nurturing each student to adopt and advance their analysis skills and abilities about "How does this connect with what I already know?" "How can I use this knowledge?"

“How can I apply it to new situations?” “How can I make predictions based on this knowledge?” will definitely lift their confidence and their cognitive abilities to a pleasing level of being on the critical thinking platform. Moreover, reading body language, listening for verbal cues and changes in voice tones to emphasise certain points will assist and strengthen curiosity and social-intelligence to lift their concentration.

“Education is not the filling of the bucket, but the lighting of the fire.” - William Butler Yeats

Maffaz Al-Safi
School Principal



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

The year of 2016 was a tremendously rewarding journey. AIA was like an airplane. The dedicated aircrew (teachers and staff) worked tirelessly to ensure that the passengers (students) were having a safe and comfortable journey. At every stage of take off and landing, the passengers were assisted and supported by the crew.

The AIA crew supported the passengers in embodying the AIA values of friendliness, respect, integrity, cooperation and diversity during their journey. These values helped to develop a crew of who are Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective.

Thus far our wonderful students have travelled an enjoyable and pleasant educational journey and they are on their way of becoming “internationally-minded people who recognise

their common humanity and shared guardianship of the planet and are helping to create a better and more peaceful world”.

The AIA community has and will continue to help our students achieve their goals and finish their educational trip safely and soundly.

Dr Nahla El Ghazawi

Deputy Principal

SRC: Students Representative Council

The Australian International Academy (AIA) Student Representative Council provides an avenue for students to make suggestions & to reach decisions that promote the interest and welfare of the whole school community. The SRC provides experiences in decision making & the exercise of leadership not only to its members but also to all students.

The SRC is comprised of two representatives from each class and includes the College Captain and the Captaincy Team. Class representatives keep their class informed of SRC business. A staff member is appointed to assist the smooth functioning of the SRC & to attend the meetings in an advisory capacity.

The SRC organize various projects throughout the year which include the production of an annual college magazine, fundraising- for different charities, leadership workshops, interschool sports etc.

2013 brought along a whole new dimension to our Student Representative Council (SRC) with the expansion of our roles and responsibilities and the creativity and enthusiasm of our members.

SRC Students from Years 6-9, alongside the Captaincy Team (Year 10-12) initiated many activities throughout the year. Prior to commencing their duties, the SRC participated in a workshop, which helped them develop skills required for leadership, responsibility and communication. The SRC have the responsibility of helping their year level participate in Community and Service activities, and many activities and duties around the school. The SRC and Captaincy Team have also had the opportunity to deliver important presentations and highlights of events during formal assemblies, in order to improve their public speaking skills. The SRC and Captaincy Team focused on 2 major events per term as well as raised awareness of many current events and issues throughout the year. They organised and engaged students in activities such as Celebrations for International Mother Language Day, Clean up Australia Day, Harmony Day and Neighbours Day. They also led a campaign to promote the importance of health and deal with issues related to wellbeing. They organised activities and fund raising for various charity foundations and for research. It is evident that the students in our Council have been growing and developing in their leadership skills and maturity and we are very proud to see them take an active and effective role not only in school life but nationally and internationally

Captaincy Team Reflection

The AIA captaincy team has had an exceptional year, with the help of students from year 7 all the way up to year 12 and all the teachers in the school, especially teachers that have devoted their breaks towards the success of the events that we have held. The students and teachers of the school have worked constantly throughout the year to prepare and organise the successful events that have been conducted and that are yet to be conducted. Some of the events that we have contributed towards include Clean up Australia day, White ribbon day, R U O K day, Women's' breast cancer day, Be brave and shave day and Daffodil day. Throughout the year we collected an outstanding

amount of funds for fundraisers, charity organizations and the orphans which our school has sponsored, we hope that the funds collected have influenced and changed the community as a whole and hope for more events to take place in the coming years. On behalf of the rest of the captaincy team I sincerely thank the teachers, school staff and all the parents for their effort and contribution towards our school community. –

Mr. Kassem Chendeb, Year 12 Academy Captain



Australian International Academy is a school that values the emotional and mental wellbeing of their students. A school is not only a place to grow academically, but it is also a place where students can grow at a personal, social and emotional level.



REPORTING AREA 2

CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Campuses. The Academy Board is responsible for overseeing the Campuses management and its financial operation, the safety and welfare of students and staff, and the education programs and the policies of the Campuses.

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

Members of the Board of Trustees :

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

The Board of Trustees meets 4 times each year or as many times as required.
The Academy Board meets on a monthly basis

Corporate Structure

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

Mr. Salah Salm Academy Director General	Mrs. Mona Abdel-Fattah Head of Sydney Campuses (Principal)
Mrs. Maffaz Al Safi Head of Strathfield Campus	Dr. Nahla Al Ghazawi Deputy Principal, Primary
Mrs. Bedrieh Kheir Senior Teacher	Mrs. Tarek Khater Senior Teacher
Mrs. Oznur Adymer Senior Teacher	Mrs. Ibrahim El Kadomi Office Manager
Mrs. Fayzah Saleh Senior Financial Manager	



ABOUT THE ACADEMY:

Academy History

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

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

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

The Australian International Academy is an Islamic school but accepts and welcomes students from many cultures and religious backgrounds. Australian International Academy (AIA) is a K-12 College with 6 campuses nationally and internationally- namely Sydney Strathfield Campus, Sydney Kellyville, Melbourne Senior Campus, Melbourne Junior Campus and Abu Dhabi Campus. A sixth campus opened in 2014 in Caroline Springs, Melbourne.

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 2016 number are 432 (Kindergarten – Year 6, 227 students; Year 7 to Year 12, 208 students). The number of the girls 192 and 240 boys. 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). Our students' NAPLAN test results, classroom assessment and the School Directed test results show that many students do not reach literacy Benchmarks and require additional support projects. An analysis of our NAPLAN results indicates that a significant number of our students achieve scores below the benchmark of their year level and their counterparts in the state, especially in the areas of Reading and Writing.

The Academy's population is made up of students from a wide range of ethnic and cultural backgrounds including Arab, Turkish, Indian sub content, Pakistani, Bangladeshi, Indonesian, Malaysian, Somali, British, 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

REPORTING AREA 3

STUDENT OUTCOMES IN STATE WIDE TESTS AND EXAMINATIONS SENIOR SECONDARY OUTCOMES

HIGHER SCHOOL CERTIFICATE & INTERNATIONAL BACCALAUREATE DIPLOMA RESULTS 201

If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve." – Dylan William

NAPLAN for AUSTRALIAN INTERNATIONAL ACADEMY - STRATHFIELD 2016

Year 9 Bands based on 30 students

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Band10	0	0	6.7	3.3	0
Band 9	10	6.7	13.3	13.3	16.7
Band 8	20	23.3	50	16.7	36.7
Band 7	43.3	30	23.3	40	40
Band 6	23.3	36.7	3.3	23.3	6.7
Band 5	3.3	3.3	3.3	3.3	0

10% of year 9 students in the top two bands for Reading.
6.7% of year 9 students in the top two bands for Writing.
16.7% of year 9 students in the top two bands for Numeracy.

School Mean compared to State

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
STATE	583.6	546.8	587.4	572.5	595.5
AIA	564.1	552.1	600.0	564.1	584.4

Year 9 were above the state average in Spelling & Writing.

Year 7 Bands based on 46 students

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Band 9	6.5	4.3	34.8	21.7	21.7
Band 8	23.9	9.7	30.4	26.1	21.7
Band 7	37.0	39.1	19.6	30.4	37.0
Band 6	26.1	34.8	8.7	19.6	19.6
Band 5	2.2	13.0	6.5	0.0	0.0
Band 4	4.3	0.0	0.0	2.2	0.0

30.4% of year 7 students in the top two bands for Reading.

14% of year 7 students in the top two bands for Writing.

43.4% of year 7 students in the top two bands for Numeracy.

School Mean compared to State

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
STATE	543.2	515.5	550.7	545.2	554.0
AIA	551.9	535.3	602.0	579.8	583.0

Year 7 were above the state average in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

Year 5 Bands based on 26 students

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Band 8	7.7	3.8	7.7	15.4	11.5
Band 7	30.8	15.4	23.1	23.1	19.2
Band 6	34.6	42.3	38.5	26.9	26.9
Band 5	15.4	34.6	19.2	23.1	42.3
Band 4	11.5	3.8	11.5	11.5	0.0
Band 3	0.0	0.0	0.0	0.0	0.0

38.5% of year 5 students in the top two bands for Reading.
 19.2% of year 5 students in the top two bands for Writing.
 38.5% of year 5 students in the top two bands for Numeracy.

School Mean compared to State

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
STATE	502.9	477.6	501.0	512.2	499.4
AIA	511.7	493.5	505.7	503.6	511.9

Year 5 students were above the state average in Reading, Writing, Spelling and Numeracy.

Year 3 Bands based on 44 students

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Band 6	14.0	23.3	34.9	37.2	4.7
Band 5	32.6	55.8	34.9	20.9	26.5
Band 4	25.6	20.9	18.6	23.3	23.3
Band 3	27.9	0.0	9.3	16.3	34.9
Band 2	0.0	0.0	2.3	2.3	11.6
Band 1	0.0	0.0	0.0	0.0	0.0

46.6% of year 3 students in the top two bands for Reading.
 79.1% of year 3 students in the top two bands for Writing.
 31.2% of year 3 students in the top two bands for Numeracy.

School Mean compared to State

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
STATE	429.0	424.1	429.8	441.5	406.7
AIA	420.1	458.3	458.3	447.9	393.4

Year 3 was above the state average in Writing, Spelling and Grammar & Punctuation.

Growth Rate for Reading

Year	State	AIS	AIA
Year 5	80.1	78.5	103.8
Year 7	38.1	35.8	51.9
Year 9	33.2	34.1	33.7

Growth Rate for Spelling

Year	State	AIS	AIA
Year 5	77.6	76.7	59.6
Year 7	43.7	44.8	77.9
Year 9	33.8	36.5	34.4

Growth Rate for Grammar and Punctuation

Year	State	AIS	AIA
Year 5	76.3	73.5	75.8
Year 7	32.2	31.1	42.1
Year 9	21.1	18.9	32.0

Growth Rate for Numeracy

Year	State	AIS	AIA
Year 5	91.7	90.7	103.8
Year 7	58.9	62.5	78.6
Year 9	40.7	40.2	46.0

Percentage of Students achieving Less than Expected Growth for Reading

	2011	2012	2013	2014	2015	2016
Year 5	72.20%	44.10%	57.7%	50%	45.8%	36.0%
Year 7	47.50%	53.70%	35.1%	40.7%	44.2%	35.7%
Year 9	53.80%	40.00%	26.5%	14.7%	35.3%	55.2%

REPORTING AREA 4 & 5

RoSA & HSC

The retention rate of students staying from year 10 2014 to that remaining in year 12 2016 is 76%.

Year 12 attaining a certificate / VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2016	HSC / IBDP	100%
2016	VET qualification	0%

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

2016 HSC Results - % AIA compared to State

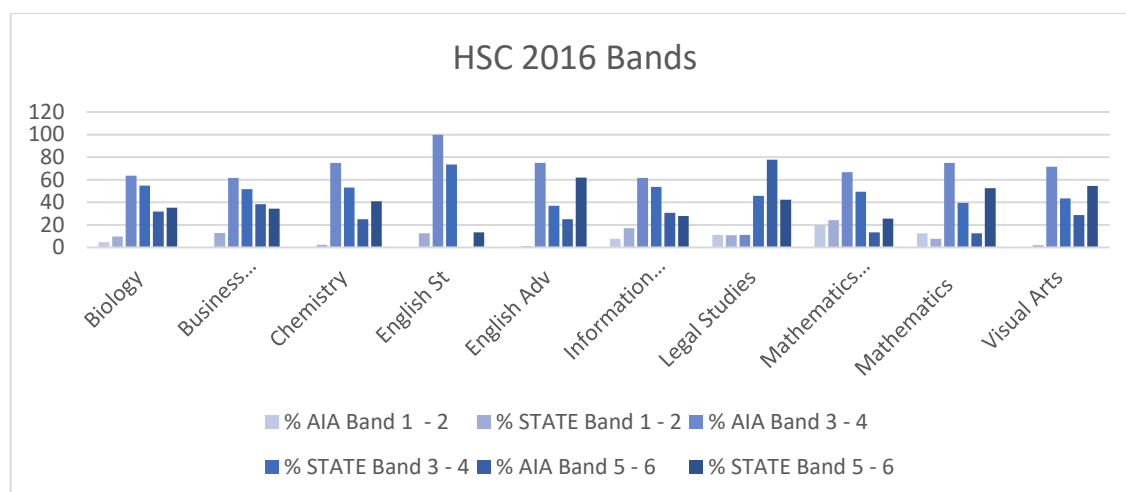
The information below shows the students' Performance bands in their Higher School Certificate (HSC) subjects.

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	4.54	9.7	63.62	54.68	31.81	35.11
Business Studies	0	12.68	61.53	51.73	38.45	34.33
Chemistry	0	2.43	75	52.95	25	40.94
English St	0	12.58	100	73.37	0	13.39
English Adv	0	1.04	75	36.89	25	61.92
Information Process Technology	7.69	17.02	61.53	53.6	30.76	27.71
Legal Studies	11.11	10.82	11.11	45.66	77.77	42.27
Mathematics General 2	20	24.08	66.66	49.28	13.33	25.63
Mathematics	12.5	7.77	75	39.39	12.5	52.51
Visual Arts	0	1.88	71.42	43.31	28.57	54.38

2015 HSC Results - % AIA compared to State

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.

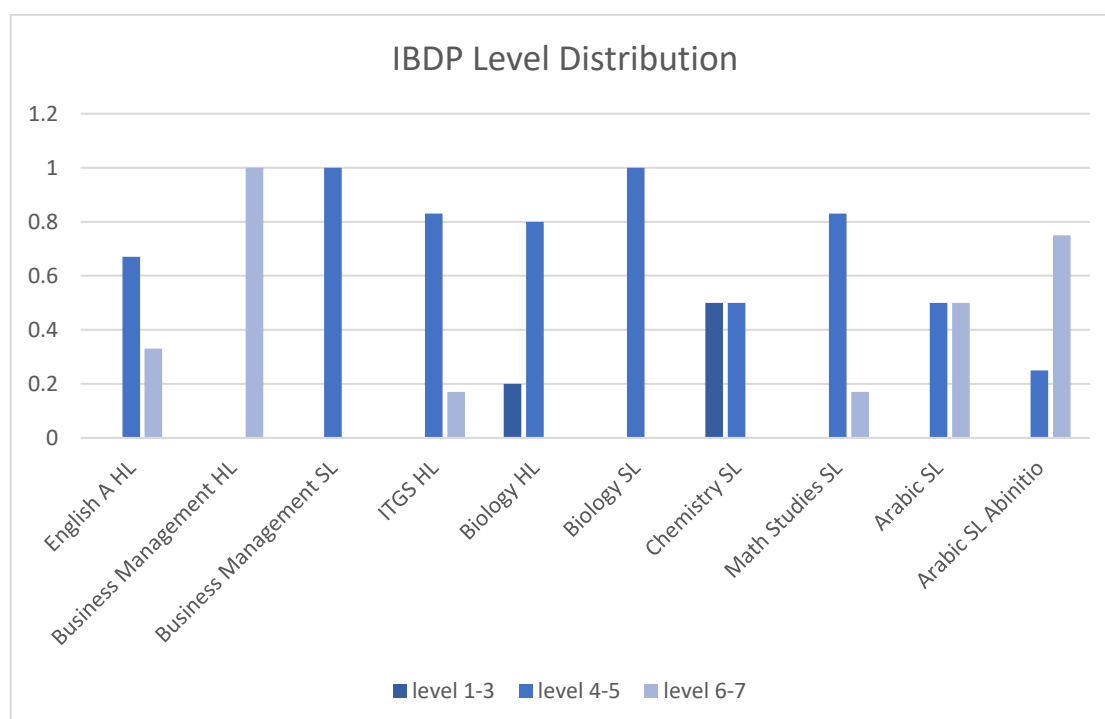
The retention rate has increased significantly in 2017.



2016 International Baccalaureate (IB) Results

The information below shows the students' results out of 7 in the IB subjects. We had 6 students complete the IBDP course in 2016.

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

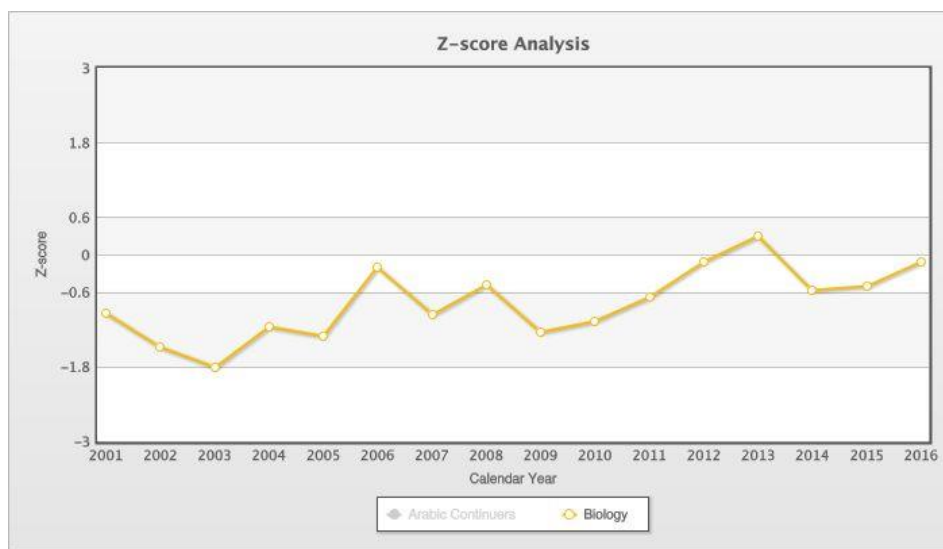


We had 23 students sit for the HSC and 6 sit for the IBDP in 2016. 100% of the 2016 HSC and IB students had commenced tertiary courses at the start of 2017. The courses taken included: Bachelor of Oral Health, Bachelor of Design, Bachelor of Chiropractic Science, Bachelor of Social Science, Bachelor of Medical Science, Bachelor of Paediatric Medicine, Bachelor of Integrated Product Design, Bachelor of Policing, etc... in universities ranging from UNSW, UTS, UWS, Macquarie Universities, etc...

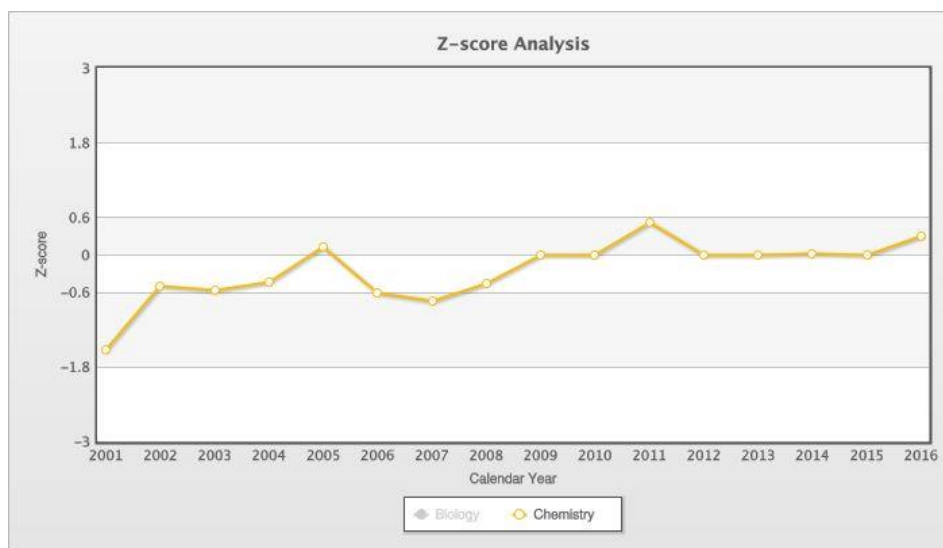
ANALYSIS AND RECOMMENDATIONS OF HSC

School performance vs. the State (z score analysis) - 2004 – 2016

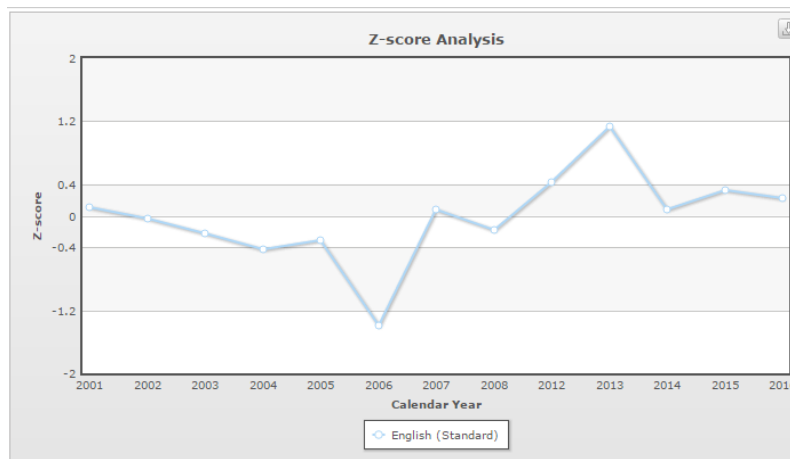
Biology 2016



Chemistry 2016



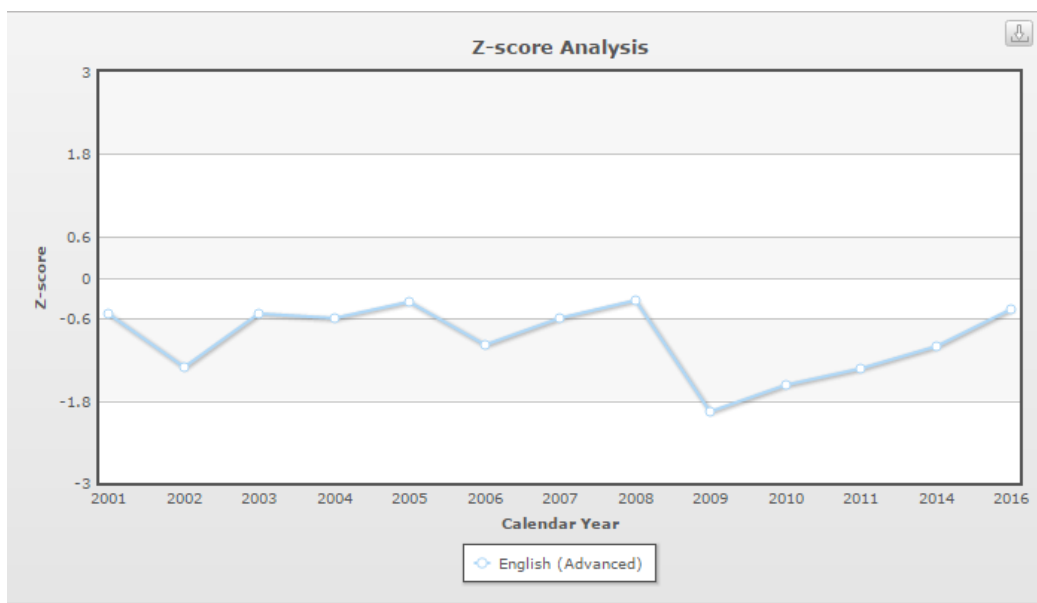
Standard English 2016


[more](#)

		2001	2002	2003	2004	2005	2006	2007	2008	2012	2013	2014	2015	2016
English (Standard)	remove	0.11	-0.03	-0.22	-0.43	-0.31	-1.39	0.08	-0.18	0.43	1.13	0.08	0.32	0.23
No. of candidates		15	14	7	7	7	7	14	9	14	4	14	14	15

☒ [save data set](#)

Advanced English 2016

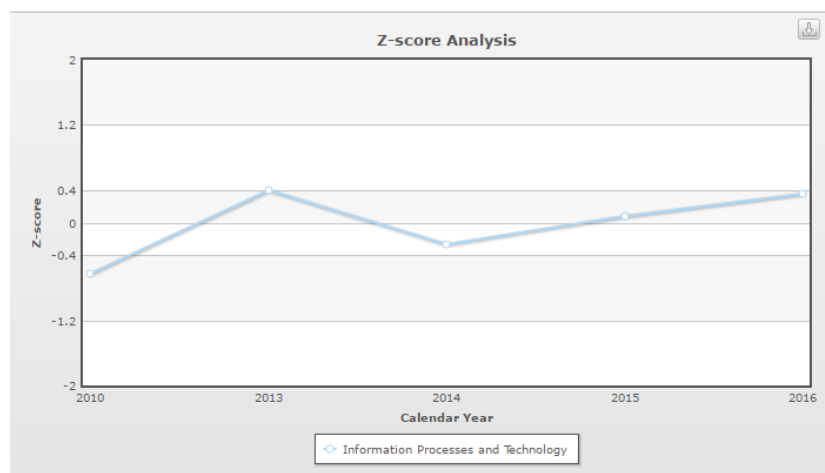

[more](#)

		2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2014	2016
English (Advanced)	remove	-0.54	-1.30	-0.53	-0.59	-0.35	-0.98	-0.59	-0.34	-1.97	-1.57	-1.33	-1.01	-0.47
No. of candidates		8	10	5	13	12	8	9	10	14	8	21	12	8

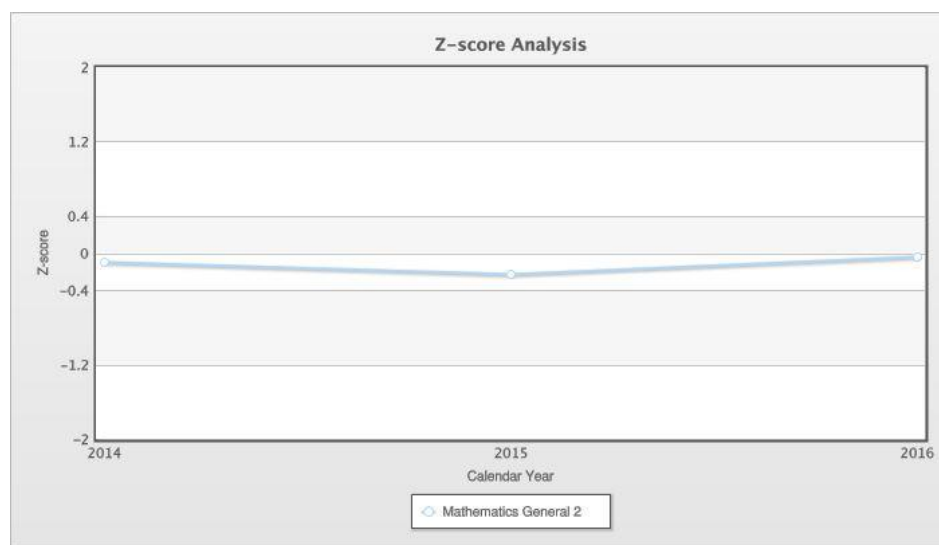
School Assessment Rank vs. School Examination Rank 2016

		1	2	3	4	5	6	7	8
2016 English (Advanced)	remove	E.M. 69 (8) 73 (7) 76 (6) 78 (2) 78 (2) 78 (2) 78 (2) 83 (1)							
		S.A. 66 (8) 81 (1) 70 (5) 70 (5) 74 (4) 76 (3) 79 (2) 69 (7)							

IPT 2016

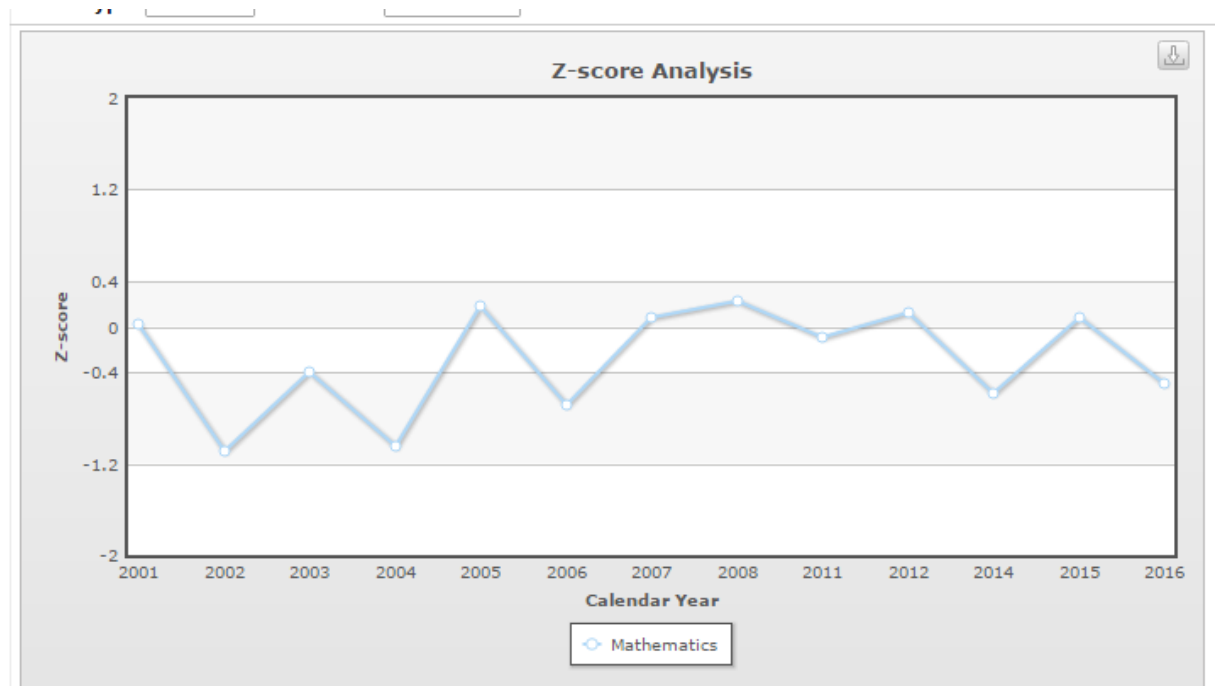


Mathematics General 2 - 2016



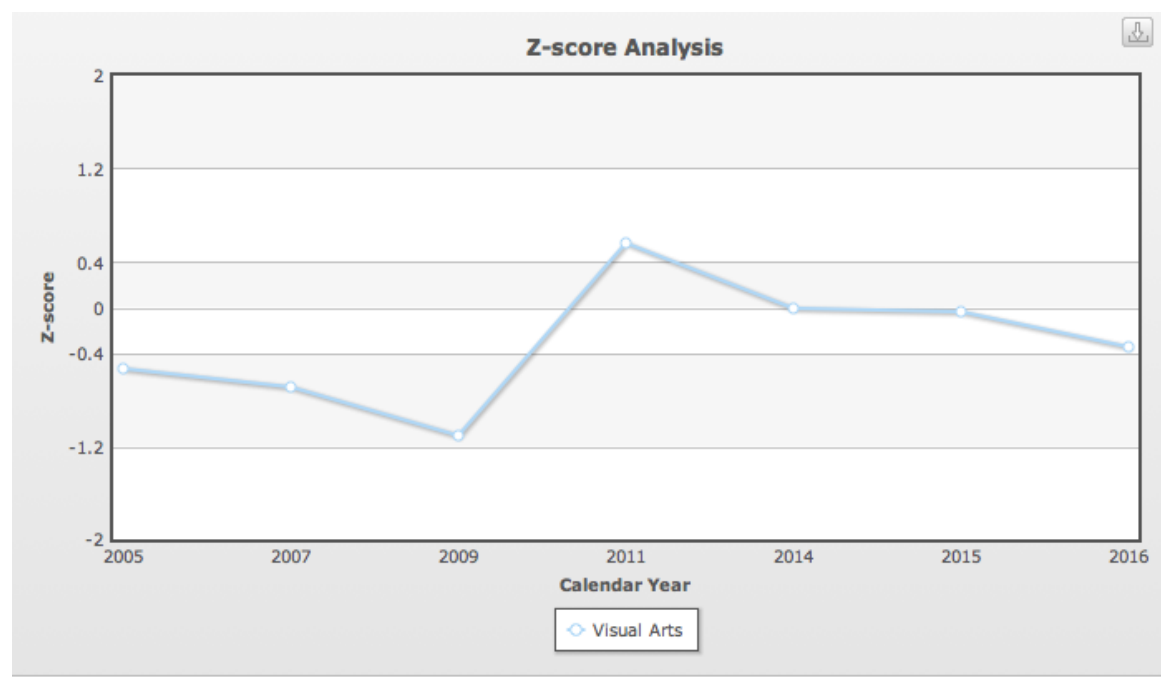
Mathematics General 2 course replaced General Mathematics in 2014 as such previous results are not shown in the graph. The trend shows a upward trend from 2015 which is below the state mean, however relatively close. In 2014 it was -0.1, in 2015 it was -0.23 and in 2016 it was - 0.04.

The 2016 class showed an improvement.



A z-score measures the distance – measured in standard deviations – that a score is from the mean. Therefore the z-score mean in each selected course. Using this statistic you can compare your school's mean performance in a course to the

Visual Arts 2016

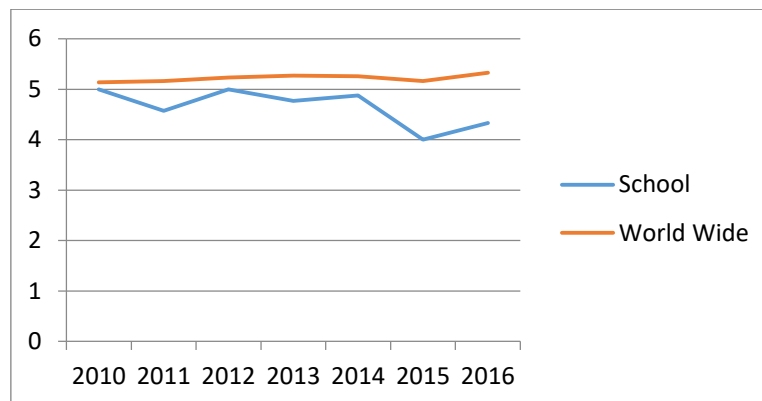


		2005	2007	2009	2011	2014	2015	2016
Visual Arts	remove	-0.53	-0.68	-1.10	0.56	0.00	-0.03	-0.34
No. of candidates		11	10	12	5	7	6	7

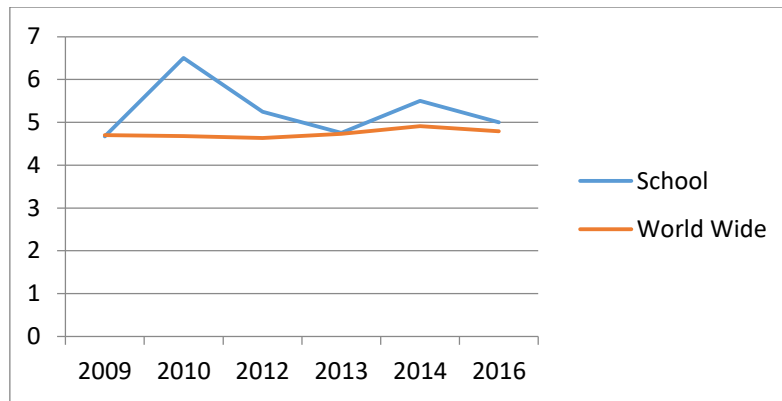
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IBDP RESULTS ANALYSIS in 2016

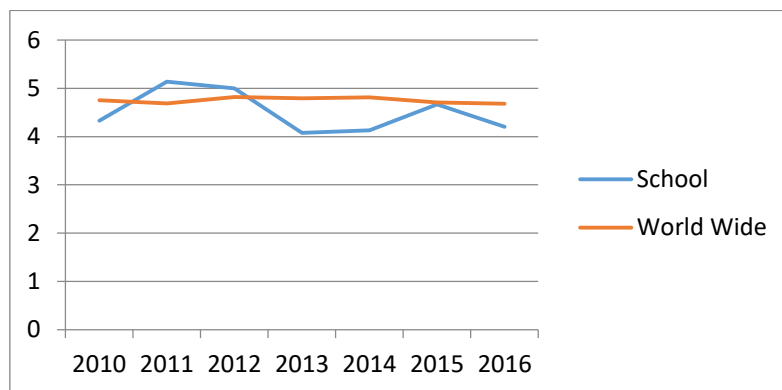
ENGLISH A1 HL		
Year	Average Grade	
	School	World Wide
2009	3.83	5.12
2010	5	5.14
2011	4.57	5.16
2012	5	5.23
2013	4.77	5.27
2014	4.88	5.26
2015	4	5.16
2016	4.33	5.33



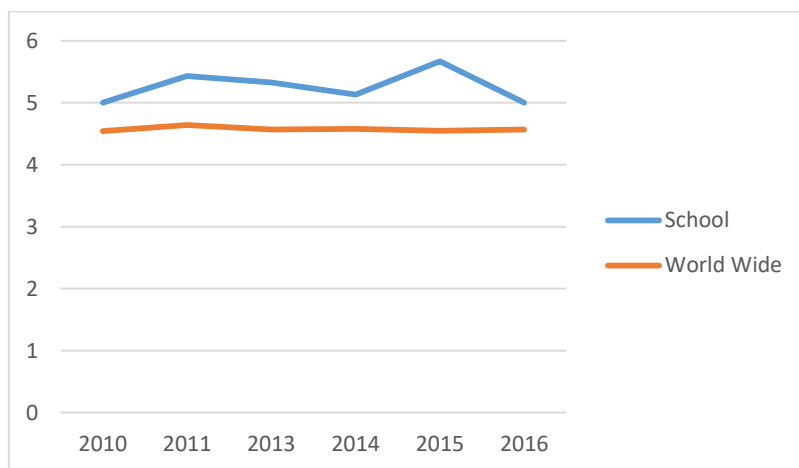
BUSINESS & MANAGEMENT HL/SL		
Year	Average Grade	
	School	World Wide
2009	4.67	4.7
2010	6.5	4.68
2011	No Student	No Student
2012	5.25	4.63
2013	4.75	4.73
2014	5.5	4.91
2015	No Student	No Student
2016	5	4.79



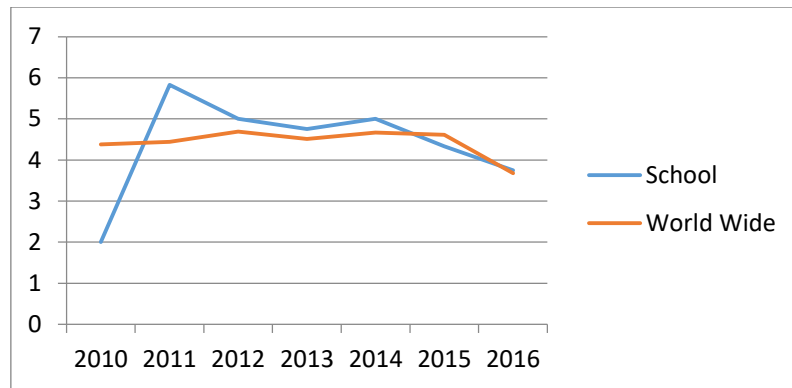
BIOLOGY HL		
Year	Average Grade	
	School	World Wide
2009	3	4.72
2010	4.33	4.75
2011	5.14	4.69
2012	5	4.82
2013	4.08	4.79
2014	4.13	4.81
2015	4.67	4.71
2016	4.2	4.68



ITGS HL		
Year	Average Grade	
	School	World Wide
2009	No Student	No Student
2010	5	4.54
2011	5.43	4.64
2012	No Student	No Student
2013	5.33	4.57
2014	5.13	4.58
2015	5.67	4.55
2016	5	4.57

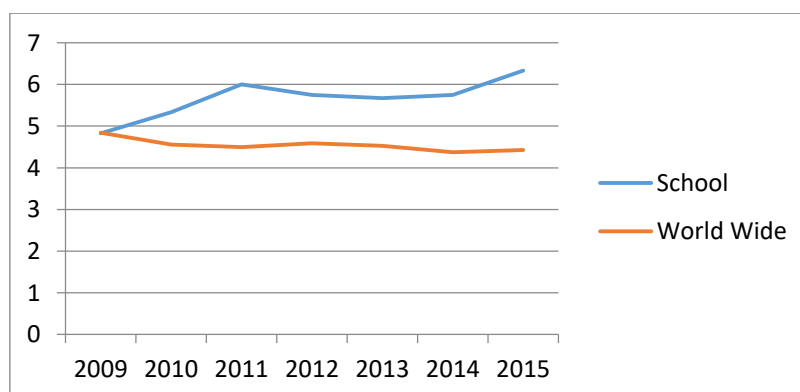


CHEMISTRY SL		
Year	Average Grade	
	School	World Wide
2009	3.17	4.6
2010	2	4.38
2011	5.83	4.44
2012	5	4.69
2013	4.75	4.51
2014	5	4.67
2015	4.33	4.61
2016	3.75	3.68



MATH STUDIES SL

Year	Average Grade	
	School	World Wide
2009	4.83	4.84
2010	5.33	4.56
2011	6	4.5
2012	5.75	4.59
2013	5.67	4.53
2014	5.75	4.37
2015	6.33	4.43
2016	5.17	3.85



2016 University Entry

We had 23 students sit for the HSC and 6 sit for the IB DP in 2016. 100% of the 2016 HSC and IB students had commenced tertiary courses at the start of 2016. The courses taken included : Bachelor of Speech Pathology, Bachelor of Business / Law, Bachelor of Business, Bachelor of Psychology, Bachelor of Mechanical Engineering , Bachelor of Primary teaching, Bachelor of Optometry, Bachelor of Policing, Bachelor of Commerce, Bachelor of Arts and Social Sciences, etc

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 RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

In every subject, the Board of Studies has listed Course Performance Descriptors. These describe what students must demonstrate before the school can allocate certain grades.

The grades given are from A to E, where the E level does not indicate a failure. The lowest level - E grade, indicates that the student has completed all the course requirements but at an elementary level.

School is responsible for awarding each student a grade (A, B, C, D, or E) to summarise the student's achievement in any 100 hour or 200 hour course completed in Stage 5 and HSC preliminary course. The grade awarded is reported on the student's record of school achievement and is based on the course performance descriptor.

Some of the key elements of the RoSA are:

- It will be cumulative, showing a student's achievement until the time they leave school
- It will be based on school-based assessment
- It will be able to be reliably compared between students across NSW
- It will give students the option of taking online literacy and numeracy tests
- It will offer a means of recording extra-curricular achievements.

The descriptors describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course.

Allocation of grades

1. During the course teachers collect information on the achievement of each student based on the assessment **Programs** for year 10 and year 11 students.

In developing and selecting assessment activities for the purpose of determining record of school achievement grades, teachers will use a range of different assessment activities or tasks. The assessment activities should reflect the relative emphasis the school's programs place on the various aspects of the course.

2. To allocate a grade to a student at the end of the course, teachers make a judgment as to which grade descriptor best describes the achievement of that student.

Values and attitudes are an integral part of learning. However, information on students' values and attitudes is not to be used in determining grades.

3. Teachers will use their professional judgment in applying the performance descriptors.

Teachers of year 10 and year 11 of the same subject work together and subject coordinator to decide the grades. This process will ensure that standards used are consistent within the same department.

4. Teachers of year 10 and year 11 of the same subject work together and subject coordinator to decide the grades. This process will ensure that standards used are consistent within the same department.

5. It is not intended that the performance descriptors represent a mark, checklist, or provide a comprehensive description of student performance at each grade level.

The descriptor that provides the best overall description of the student's achievement will determine the grade awarded.

Teachers will interpret the general performance descriptors in terms of standards that can be achieved by year 10 and year 11 students within the bounds of the course.

General performance descriptors

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

REPORTING AREA 6

PROFESSIONAL LEARNING AND TEACHER STANDARDS

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

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

- One of our Academy's areas to improve our reform is **Quality Teaching**, which determined many factors and targets for 2016. 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.

In 2016 all teaching and non-teaching staff participated in professional learning activities provided by either internal or external providers (locally, interstate and internationally) as well as weekly on campus workshops. In addition, all staff participated in a large number of in-house Professional Development on Tuesday afternoons when students are dismissed early (six periods time table operates on Tuesday). These PD' sessions were largely subject based focused on developing curriculum and programmes and developing teaching skills and pedagogies. It is also given attention on Student Management and Welfare, e-Library World Book, Lexile/Literacy Pro Reading Programme, Computational thinking, storytelling & creative problem solving, Embedding ICT effectively, Literacy block time – so much to do, foundation to success in mathematics & numeracy, Traction with fraction, What beginning reader needs to know, Visual literacy in English K - 6, Spelling K – 6:more that 'I' before 'E', Cracking the hard students K – 12, Creative approaches to assessment in language, Differentiation in Teaching, Creativity in Teaching, Critical Thinking Embedded in Teaching Methodology, SMART Data training, Peer Support, Theory of Knowledge Conference, Careers Counselling, Assessment and Reporting, Kids-matter, Mind-Matters, Approaches to Learning, Thinking Curriculum, Graphic Organisers, Turn-it-in, e-learning, Literacy Circles, Advancing your use of ipads, HSC marking-SOR & Art, WHS workshops, A STEAM FAIR, Google for Education-Edu Road show ANZ, Creating the most engaging STEM thinking classroom, Designing integrated STEM lessons for Science classroom, STEM integration, Cyber safety integration, Keeping students digitally secure etc..

In addition, staff participated in internal and external training workshops and conferences for the International Baccalaureate Diploma Programme and the Middle Years Programme (IB DP & IB MYP,) etc. Teachers also participated in organised professional development activities on curriculum Days and pupil-free days.

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. The Academy has already assisted four teachers during 2016 Academic year to accomplish their Accreditation to be on Proficient Standards

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	41
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	1
iii Not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

REPORTING AREA 8

SENIOR SECONDARY OUTCOMES

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

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

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 failure at school.

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

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

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

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

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

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

Students who aggregate more than 4 inadequately explained absences within a term, should have their parents contacted by the Level Coordinator requesting documentation on the 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 year level coordinator 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	2010	2011	2012	2013	2014	2015	2016
Primary (K - 6)	94%	98.20%	96.2%	97.1%	94.7%	95.1%	94.4%
Secondary (7-12)	95%	97.20%	96.6%	96.5%	92.9%	94.4%	94.7%

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.
- Year Level Coordinator/Office staff are in regular contact with parents after absences.

REPORTING AREA 10 & 11

RETENTION RATES, POST SCHOOL DESTINATION

Retention Rates year 10 to year 12

Academic Year	AIA
2009 – 2011	57%
2010 – 2012	58%
2011 - 2013	50%
2012 - 2014	70%
2013 - 2015	61%
2014 - 2016	76%

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.

Attendance Rate 2015 - 2016

	2015	2016
	Attendance Rate	Attendance Rate
Year Level	Term 1 - 3	Term 1 - 3
Kinder	93.8%	94.32%
year 1	95.2%	95.2%
year 2	94.9%	95.1%
year 3	95.5%	94.1%
year 4	95.6%	92.3%
year 5	95.3%	96.2%
year 6	95.7%	93.6%
year 7	96.4%	95.4%
year 8	95%	94.0%
year 9	92.9%	93.7%
year 10	92.6%	91.9%
year 11	95.2%	95.5%
year 12	94.3%	97.8%

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 but it will, in some instances, give preference to Muslim students.

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

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

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

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

GUIDELINES

- The Registration fee is not refundable whether or not the student succeeds in being awarded a place (see Registration Policy).
- All enrolments are approved by the Head of the Academy or his delegate following a process that leads to a recommendation.
- Kindergarten places are determined on the same evaluative basis as places at all other year levels and not solely on sibling status or date of registration.
- New Students are not accepted into year 12, and new enrolment for year 11 depends on exceptional academic potential evident from past academic history.

THE EVALUATION PROCESS

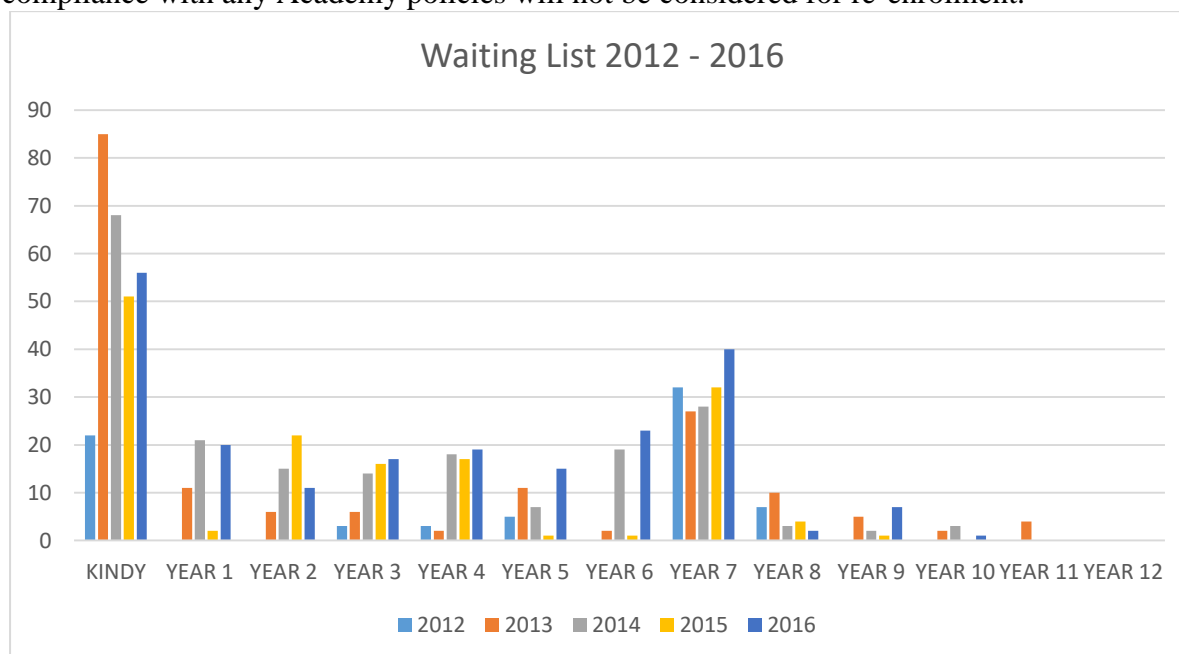
Families on the Registration Waiting List are notified by the Registrar when a place becomes available in any Year 1 – 10 class, and the time the evaluation process is commencing for Kinder enrolments. The evaluation process consists essentially of three components, an evaluation of past performance 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 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 learning environment. The comprehensive, experienced and professional team is composed of Level Coordinators, Form Teachers, School Chaplain, School Counsellor and the Head of Campus with the aim to ensure the student wellbeing has been achieved in order for the student to be a successful human being.

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 so embedded into our school philosophy.

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? How can I expect a child to achieve a high ATAR or work to his/her best capacity if schooling is not their priority or they have learning difficulties that are undiagnosed? The Student Management team including the coordinator 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.

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, chess club and participating in different projects/events such the Model United Nations. Creativity in the art department has made a big impact on our students during the 2016 academic year.

Our Community and Service program was re-developed this year and is now known as Service and Action, to reflect the hard working actions and dedication that the students apply when doing volunteer work to help and be of service to others in the communities around them. Doing things for others should be an ongoing part of everyone's lives and our students certainly left their mark by contributing to those in need through the various activities and opportunities that they created or were presented with to help others. This year, students were excited to exercise their responsibility to the wider community through a variety of activities by either collaborating with classmates or volunteering individually 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 for the first time they had an online reflection to evaluate their strengths, areas for improvements and identify the Approaches to Learning skills that they had adopted and developed. This year, students from all year levels participated in 'Harmony Day Poetry Competition'. Students volunteered their free time to bring awareness to Australia's cultural diversity through the use of poetry to celebrate each other's community, culture, background, encourage kindness to others and respect. Students also sold baked goods for the 'Biggest Morning Tea' campaign, which supports Cancer research, a very worthy cause. Students from Year 4 through to Year 10 collected food and toiletries over several weeks to donate to the Asylum Seekers Centre to support asylum seekers, and learn the value of helping others less fortunate.

Year 7 students participated in Service and Action activities as a whole year level by creating and distributing lolly bags for every student in the school as a gift for Eid, showing their support for the school community. Students from K – Year 12 contributed generally through different activities to raise money to sponsor two orphans. Year 9 made cupcakes to sell to support the RSPCA, a worthy cause that looks after animals in need. They also organized a soccer competition to raise money for the Starlight Foundation, supporting children with serious illnesses. Year 10 students planted trees around the school and promoted World Peace Day by encouraging every single student to become an ambassador for peace. Our students have done an amazing job, giving their time and energy to help others in need, and to make these activities

enjoyable for everyone involved and for the organizations they support. It has been an absolute pleasure watching our students blossom and achieve success in Service and Action activities that they have put their hearts and souls into.

Thank you also to the SRC members who as leaders of the school, helped in the coordination efforts of all these events.





REPORTING AREA 13

SCHOOL POLICIES

Full policies are available in the **Staff Handbook, Policies Handbook and Intranet**

STUDENT WELFARE AND DISCIPLINE

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

GUIDELINES:

A student welfare committee will coordinate school welfare procedures.

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

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

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

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

IMPLEMENTATION

The school will appoint a staff member who will coordinate student welfare across the school. The school will implement welfare support structures and programs which prioritise and address the identified needs of individual students or the school as a whole and that help implement the aims of the policy.

ANTI-BULLYING AND HARASSMENT POLICY

Rationale

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

Suggested guidelines for intervening

- Intervene immediately and inform students that bullying and harassment will not be tolerated.
- Report the incident(s) to the year level coordinator by completing a Bullying/Harassment Report Form. (Refer to Appendix 1). The year level coordinator to talk to bully and target separately. If more than one bully is involved, talk to each separately, in quick succession
- Expect the bully(ies) to minimise and deny their actions. Refer to school rules and anti-bullying/harassment policy in telling the bully(ies) why their behaviour is unacceptable. Tell them what behaviour you expect of them. Inform the bully(ies) of sanctions which will be imposed.
- Reassure the target that steps are taken to prevent a recurrence of the situation.
- Notify parents of the incident(s), preferably on the same day and follow up with an interview if it is deemed necessary (involve parents in implementation of an action plan).
- USE "METHOD of SHARED CONCERN" to help resolve the situation (Refer to Appendix 2)

- Monitor behaviour of the bully(ies) and safety of the target.
- Regularly provide feedback to parents and other teachers until the situation is clearly resolved.
- For the target, involve them in groups and situations where they can make appropriate friends, develop social skills, develop assertiveness skills, etc...
- For the bully(ies), provide re-education (tolerance, anger management, social skills development) and application of appropriate sanctions – removal of privileges, detentions, etc...
- If bully(ies) will not change the behaviour despite all efforts, they and not the target should be removed from class or school. (This will send a clear message to all students and sets the tone for the future).

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

DISCIPLINE POLICY

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

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

In summary:

Students are required to abide by the School's Rules and to follow the directions of teachers and other people with authority delegated by the school.

Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the school, staff members or other students, the students may be subject to disciplinary action.

The disciplinary procedures undertaken by the School will vary according to the seriousness of the alleged offence and are clearly stated in the different related policies. When advised of the allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.

The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. Corporal punishment is not permitted.

The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

The Academy has a Complaints and Appeals policy that sets out the procedures that ought to be followed if a student or parent feels they have a complaint or grievance which needs to be addressed. Every attempt will be made to resolve the issues surrounding the complaint grievance within the school, but if that proves not to be possible, to be fair to all parties involved in any incident or issue that might have led to the grievance, the procedures established enables all parties to the grievance to put their points of view to independent and uninvolved arbiters

in a fair and objective forum at minimal or no cost.

POLICIES FOR COMPLAINTS AND GRIEVANCES

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

The full text of the school's policy and processes for complaints and grievances resolution is provided in the Staff Handbook as well as in the "Policies Folder" placed in the foyer.

An outline of the policy & procedures is also provided in the Parent Information booklet, the student diary and Students' Handbook.

Copies of the full policy and procedures are given upon request.

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

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

REPORTING AREA 14

SCHOOL DETERMINED IMPROVEMENT TARGETS

In 2016, Australian International Academy has a high proportion of students from NESB and Low SES. Therefore, it has impacted negatively on the Academy's Literacy and affect their competencies in all key learning areas. The Academy's improvement plan puts a lot of emphasis on Literacy especially Reading.

Our students' NAPLAN test results, classroom assessment and the School Directed test results show that many students do not reach literacy Benchmarks and require additional support projects. An analysis of our NAPLAN results indicates that a significant number of our students achieve scores below the benchmark of their year level and their counterparts in the state, especially in the areas of Reading and Writing.

The Academy improvement plan 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, an increase in Leadership positions, employment of paraprofessionals and Literacy Coordinators, increase student and community engagement and satisfaction.

The intended outcomes were as follows:

LITERACY

1. Increase the number of students performing in the top 2 bands in reading for Year 3 to 50% for NAPLAN
2. Increase the number of students performing in the top 2 bands in writing for Year 3 to 70% for NAPLAN
3. Increase the number of students performing in the top 2 bands in reading for Year 5 to 30% for NAPLAN

4. Increase the number of students performing in the top 2 bands in writing for Year 5 to 20% for NAPLAN
5. Increase the number of students performing in the top 2 bands in reading for Year 7 to 20%
6. Increase the number of students performing in the top 2 bands in writing for Year 7 to 20% for NAPLAN
7. Increase the number of students performing in the top 2 bands in reading for Year 9 to 20%
8. Increase the number of students performing in the top 2 bands in writing for Year 9 to 30%
9. Reduce the percentage of Year 7 students performing at or below the National Minimum Standard to 0% in Reading
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%

Numeracy

- Increase the number of students performing in the top 2 bands in Numeracy for Year 3 to 40% for NAPLAN
- Increase the number of students performing in the top 2 bands in Numeracy for Year 5 to 30% for NAPLAN
- Increase the number of students performing in the top 2 bands in Numeracy for Year 7 to 20% for NAPLAN
- Increase the number of students performing in the top 2 bands in Numeracy for Year 9 to 20% for NAPLAN

TEACHER QUALITY

- Further raise the number of new-scheme teachers achieving PT Level as stated by the NPS by 2 teachers
- Further raise the number of teachers on Pt Level by 2 teachers
- To Highly Accomplished / Lead Level to 1 teacher
- All teacher, in particular the existing teachers, have a working knowledge of the National Professional Standards in teaching
- All senior teachers / leaders are trained in Performance Review / Appraisal procedure

STUDENT ENGAGEMENT

- Increase the student satisfaction in overall areas from survey
- Increase the student satisfaction in school resources in student surveys
- Increase retention rate in Year 10 to Year 12 to 70%

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 APPRAISAL

Staff appraisal is a process, which should be seen as a professional teamwork exercise to improve students' teaching and learning including the teachers' professional performance & conduct.

Very clear Guidelines for Assessors and candidates were introduced & clearly communicated

to the staff. The Appraisal was based on: Fairness & Trustworthiness and Confidentiality. Appraisal findings were evidence based, which will include number of observed classes as it was explained. Final report/folder should be submitted by each appraised member to their External assessor. Report will be given as the final outcome for each member, which include a thorough evaluation and recommendations for the expected further future progress mechanism.

Professional Development & Learning

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

- 1 .Develop a common understanding of quality teaching and learning within their school
2. Receive constructive feedback on leadership and/or professional practice
3. 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
4. Use Professional standards as a basis of their Professional discourse, reflecting on their practice, selecting professional learning and assessing their change in effectiveness
5. Gain recognition for leading and teaching that has resulted in improved educational outcomes for students

The benefits from Professional Development as an efficient system to follow are:

1. Build our school capacity to accurately and consistently make judgments of teachers practice
2. Track teachers' improvement through an evidence-based process
3. Enable schools to identify and manage whole school and individual professional learning that will support teacher practice
4. Support schools and teachers in formal accreditation process.

Recommendations will be communicated to staff by the end of the academic year when a review alongside with the Academy's Appraisal for our staff would be already conducted Professional Development as a system for an evaluation has to take place in order to:-

- Analyse the gathered data throughout the academic year, this data will inform changes or refinements of the process for the future planning and next year cycle.
- Celebrate individual and whole school progress and achievement.

At AIA, staff is encouraged to take advantage of the opportunities for career Progression throughout the 2014 academic year, which are provided by the Academy.

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.

Values Education

Values Education activities are an interdisciplinary and ongoing process for AIA Sydney Campus. Every Teacher is a part of the whole school values education approach. I do really thank and appreciate the great work they do in promoting values. Activities highlighted below to identify and reflect on some of these extra curricula events

In the Islamic Studies Department we are working towards producing an Islamic character which sets an outstanding example for Australian Muslims who can be leaders equipped to deal with global challenges and to be positive contributors to society.

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 and 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.

It has been an absolute pleasure watching our students blossom and achieve success in Service and Action activities that they have put their hearts and souls into.

I would like to thank the Form Teachers especially this year who were supervisors to the year level groups and helped drive the program and remind the students of the rewards one receives when helping others and communities in need.

Thank you also to Ms. Al-Safi for encouraging many events to take place during school time, Year Level Coordinators, and parents who have provided support in ensuring that this program runs smoothly and that the student benefit the most out of it. I look forward to seeing what else our fantastic students can achieve through their participation in Service and Action in the years to come!

Also, it has been a very productive year for our students in the primary school. Students from K to 6 have had opportunities to express themselves and discover global issues by inquiring into PYP themes including “How we express ourselves” and “How the world works”. In semester one, we began our journey of inquiry on expressing ourselves as Muslim by investigating deeper knowledge on our five pillars of Islam through different hands on learning engagements. Students were principled and open minded.

This was then extended to the global environment, as we learnt about how the world works. In semester two, students were thinkers and inquirers students from stage one have had the opportunity to design their solar system and chose to talk about their favourite planet. Stage two students, identified the importance of prayers to our body, mind and soul though

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

The theme implemented in the Academy for the Peer Support program in 2016 was 'resilience.' The students began with training sessions run by Mr. Wassim, which helped them to focus on the skills necessary to effective and positive leaders and role models for the younger students.

Each week, the students worked collaboratively with a partner to prepare sessions for their peer support groups. They learnt to be critical of the suggested activities and offer suggestion to change or alter them to make them as engaging as possible for the groups.

It was wonderful to observe the growth in the students during this time. Each week they reflected on things that had gone well and areas they needed to improve for the next session. They demonstrated great organisation and independence skills as they prepared resources each week and created power-points and resources to assist them.

Here are some of the students' reflections about areas they improved in:

Nemaat: *"Communicating with the children and also building relationships with the students. I also have managed the students in positive ways."*

Faizaan: *"My managing behaviour skills and also in my own behaviour skills, and my speaking skills."*

Ameria: *"In managing their behaviours in positive ways and they join along. Also, working on how to help everyone feel confident."*

Kamila: *"Confidence because in all of the years I was one of the shyest people – but now I am improving!"*

Islamic Studies at AIA is concerned with teaching students about Islam, and teaching them about being Muslim. It is founded on the principles of belief and righteous conduct.

This connection between values and practice lies at the very heart of the Islamic way of life and of our curriculum hence Islamic Studies becomes a powerful vehicle for character and moral development. Students learn about their faith, worship obligations, history, and supplications and relevance to their daily life. Quran Studies and memorisation helps students develop a clear understanding of the importance of the Quran and to focus on the revealed knowledge as the source of guidance for mankind.

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. At this juncture, I would like to thank the Head of Campus, school administration, IT administration, the dedicated and hardworking teachers and students for their enthusiasm in making this journey of using e-learning a reality.

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

The school participated in the Say no to bullying poster competition. All students at the AIA participated. This year Lara Al-Sharifi from year 4B won the competition amongst a very select few. Lara attended the Award Ceremony in Chatswood to receive her certificate



MUNA 2016 Reflection

“MUNA” stands for model united nations assembly and as its name suggests is an event where students from different schools are selected to represent different countries and give their point of view on two general and two major resolutions, much like the United Nations Assembly.

Students are given the country they are to represent and the major and general resolutions a few weeks before, to prepare before the event. We were also encouraged to wear clothes that represented the country we were representing and its culture. We were chosen to represent America so we decided to dress up in Native American clothes. Before the day we finalised our material and all anxiously waited for the day while furiously sending messages and emails to each other about what we could improve.

On the day we all arrived at the NSW Parliament House at 8am and officially started the debates shortly after. Being American, we had very few allies during the talks, with most



countries roasting us while we had no reply simply because all of their accusations were true. I knew we couldn't do much and just laughed most of the time. The entire event didn't seem very formal as the discussions became heated but it was fun nevertheless. During the event I learned about many countries' standing on issues and their attitudes towards each other and America. I also got to learn more about my fellow speakers and their strengths in public speaking, while I found public speaking to be one of my weaknesses, but in the end it all ended on a positive note. I think that communication and teamwork had a big impact on our ability to keep our team's morale high while we were bombarded with accusations against which we couldn't defend ourselves, and this is what led me to learn more about my fellow speakers.

MUNA gives students a chance to develop their social skills through public speaking and conversing with other students from other schools. It also gives students a feel for what happens around them and shows that the world is so large, and that there are so many things

that happen around the world of which we are unaware of. One of the major resolutions this year which I spoke about (and was completely unaware of) was the events in the South China Sea concerning American and China. Learning about the impacts of small conflict around the world on human lives allowed me to realise that anything that happens around the world can either directly or indirectly impact me and I think that this is something all people in their late teens should know because it makes them think twice about decisions in their lives and develops them into informed and knowledgeable individuals.

Donations of Items to Parramatta Mission

Year 8A have shown that they are true IB Learners and that they can make a difference to create a better and more peaceful world with their open-mindedness, empathy, compassion and respect towards people in need of all cultures and religions. Year 8A have shown that they are Caring students whom have a commitment to service, and they acted to make a positive difference in the lives of homeless people that are in the care of Parramatta Mission.

Year 8A and their Form teacher Mrs El-Ayoubi collected toiletry items for 6 weeks from their families and friends for people who are homeless and living in crisis situations. These items were donated to Parramatta Mission on the 1st June, 2016 to support people in need of help.

With a vision of transforming lives they are always looking forward to better their services and provide the best support and care for those in need. Every day people enter their services, often bringing very little with them. What students learned from the Program: The importance of knowing about other faiths and giving to all cultures and religions.



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, the Coordinators 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 2016

AREA OF FOCUS	COMMENT
Personal Impression and Teacher Welfare	<p>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.</p> <p>Satisfaction – 89.3%</p>
Discipline	<p>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.</p> <p>Area of Concern: 26% disagree with – “This school gives me confidence and great chances to become involved in the decision-making process”</p> <p>Satisfaction – 88.2%</p>
Professional Growth & Learning	<p>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.</p> <p>Area of Concern: 31% disagree with- “My workload in this school is convenient”</p> <p>Satisfaction – 85.2%</p>
Curriculum and Resources / Technology	<p>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.</p> <p>Area of concern: 38% disagree with – “The school is always promoting advanced technology”</p> <p>47% disagree with – “The computers and other resources are easy to be implemented and used in the classes”</p> <p>Satisfaction – 76%</p>
Curriculum and Literacy	<p>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.</p>

	Satisfaction 95.8%
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.
	Satisfaction 97.6%

OVERALL SATISFACTION – 88.7%

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 2016

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. Area of Concern: 7. This school is a supportive and inviting place for students to learn 9. Students really enjoy their classes
Teacher Feedback	Majority of students find the teacher feedback useful. Area of Concern: 10. Teachers help students catch up when they return from an absence
Respect and Fairness	Students feel positive about receiving respect from teachers Area of Concern: 13. Adults at this school treat all students with respect 14. The school rules are fair 16. All students are treated fairly when they break school rules
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: 18. Students at this school are well behaved 33. Students are often given rewards for being good 56. Teachers are able to manage the class effectively

Student collaboration and respect	<p>Student like collaborating with each other and care and respect one another and believe the school encourages this behaviour.</p> <p>However , Area of Concern:</p> <p>45. There is a lot of tension in this school between different cultures, races, or ethnicities</p>
Awards	<p>Area of Concern:</p> <p>Student strongly disagree that they are given enough rewards for being good.</p>
Bullying	<p>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.</p> <p>Area of Concern:</p> <p>39. If another student was bullying me, I will tell the teacher or staff at school</p> <p>40. Students tell teachers when other students are being bullied</p> <p>41. If I tell the teacher that someone is bullying me the teacher will do something to help</p> <p>42. Students here try to stop bullying when they see it happening</p>
Cleanliness	<p>Students are less positive about the cleanliness in the school, especially the playground and building.</p> <p>Area of Concern;</p> <p>49. The schoolyard/playground and buildings are clean and in good condition</p> <p>50. My school is usually neat and clean</p> <p>51. The school grounds are kept clean</p>

- **OVERALL SATISFACTION FROM THE STUDENTS' SURVEYS – 77.6%**
- **OVERALL SATISFACTION FROM THE PARENT SURVEYS – 83.6%**



REPORTING AREA 17

SUMMARY FINANCIAL INFORMATION

ACADEMY SENIOR FINANCIAL MANAGER-

Fayzah Saleh

Senior Financial Manager

Senior Financial Manager's 2016 Report; Strathfield

Alhamdulillah, AIA has had a successful 2016 school year.

As you will all be aware, the school is operating from a heritage buildings and the age of the buildings AIA is continually improving the school site. AIA is proud of keeping the school buildings and grounds maintained all throughout the year. Though the school is leased, AIA is paying for all repairs and maintenance which put extra financial pressure on the school.

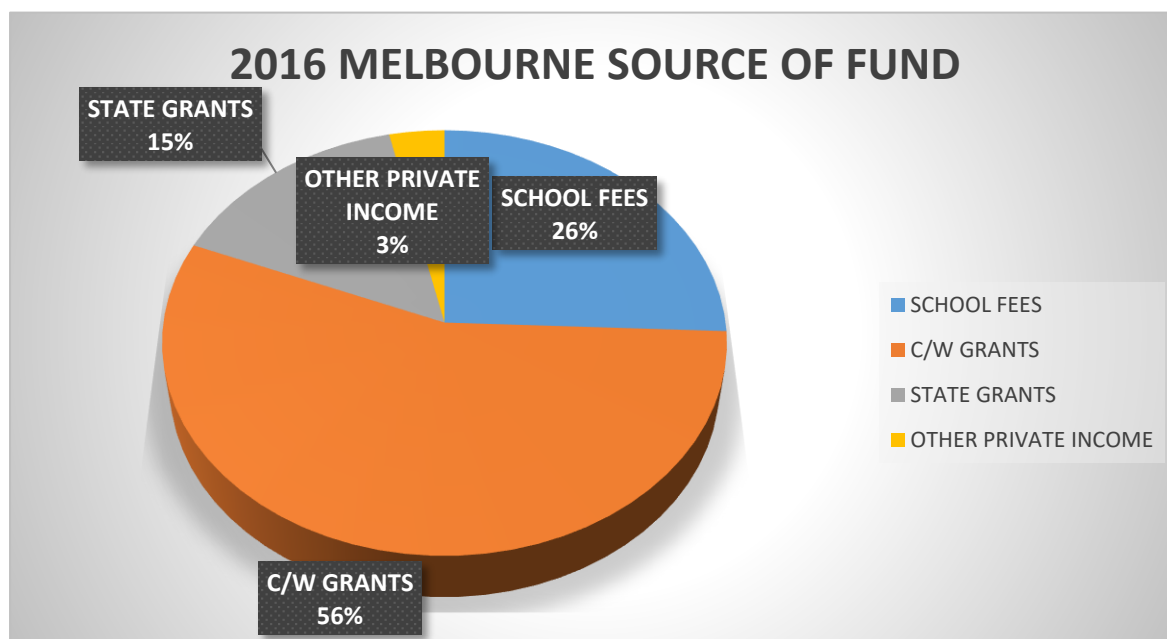
AIA utilises ratios and measures the financial health by benchmarking its performance using key performance indicators. All those activities assist school management in the process of decision making for future growth.

Our main strength is our staff who are constantly showing outstanding effort with their approach to parents, students and the community as a whole.

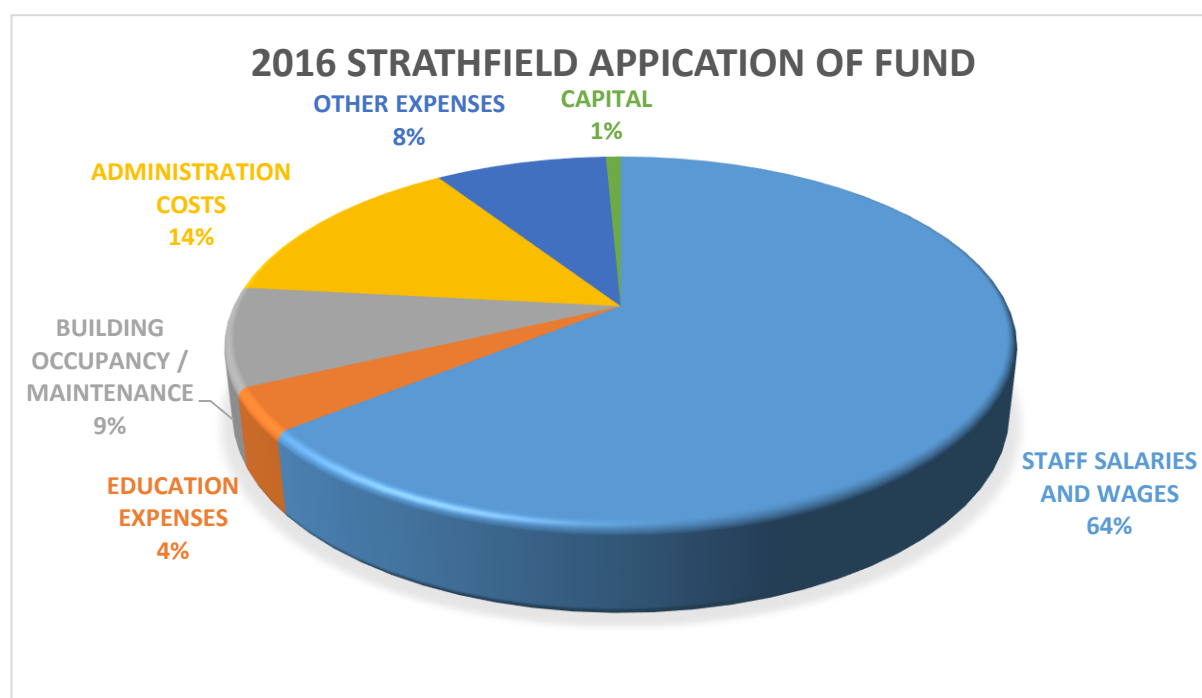
The graph below displays income for the year ended 31 December 2016

Income: As appears on the graph the total grants receives by the school is 71% of school income. I would like to take this opportunity to thank both the government support provided to us and thank our parents for their support throughout the year by paying school fees on time.

The graph below displays expenditure for the year ended 31 December 2016



Expenditure



Strathfield News

AIA managed to invest in capital as follows

- Ongoing building and maintenance at Strathfield Campus \$16,987
- Furniture and equipment including development of the Academy sports equipment \$21,971
- Computer and IT equipment for the benefit of students costing \$37,965

Throughout 2016, AIA has been working with the local council to develop and maintain the road, parking and storm water infrastructure to bring the school to a higher standard.

AIA is thanking both Federal and the State Governments for their continuous support and endeavour to their expectation of success and the optimum student's results.

AIA Strathfield, Kindergarten to Year 12





The End!