



AUSTRALIAN INTERNATIONAL ACADEMY

**ANNUAL EDUCATIONAL
& FINANCIAL REPORT**
Strathfield Campus, Sydney
2017

Advancement
Determination
Faith



EDUCATIONAL FINANCIAL ANNUAL REPORT 2017

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

Assalamu Alaikum Wr. Wb.

Alhamdulillah, 2017 has witnessed great positive developments in all Academy's Campuses. In addition, VRQA has approved the establishment of our Seventh Campus at 5 Stevenson Crescent, Caroline Springs; the C.S. Girls Grammar will start in 2018.

C.S. Girls Grammar: The addition of another Campus to AIA for Girls was initiated in response to parents' demand, to accommodate girls' specific needs, aspirations, and talents. Researches in education have indicated that girls alone without the presence of the other gender, can excel greatly in all fields; socially, academically, and in sport. The new Campus will offer an innovative, progressive, and challenging program for girls. Our plan is to incorporate C.S. Girls Grammar into the Australian National Curriculum including VCE, in addition to the I.B. Programmes, similar to other AIA campuses.

AIA Caroline Springs Campus: At the start of 2017 School Year, the current Prep to Year 12 AIA Caroline Springs Campus for boys and girls has moved to the new prestigious and spacious site at 183-191 Caroline Springs Boulevard. The new site has great facilities and space for future buildings and developments.

The Kellyville Campus in NSW, which commenced in 2013 has been progressing very well and has been accredited by NESA to become Prep to Year 12 School. Also, the School has been accredited by IBO to offer both IB Middle Years, and IB Primary Years Programmes. The Stage 3 of the Building Program has been completed to add extra facilities, including classrooms, 2 Science rooms, Hospitality & Home Economic facilities, and School Canteen.

The AIA Strathfield Campus has gone through the Five- year Review by NESA. Alhamdulillah, the Review was very successful. The average ATAR for the IBDP students was 86.3% with a 100% pass rate.

Year 12 Results: Alhamdulillah, the Year 12 results for 2016 School Year were rewarding. 10 students have achieved above 91 + ATAR Scores at Melbourne Senior Campus. The IB

Diploma Pass Results were excellent as we had 100% pass rate compared with the 70.9 % IB World Rate.

NAPLAN Results: The National Testing results NAPLAN for 2017, have confirmed the Academy's steady progress in many areas. In comparison with the National Standard, all Campuses in Melbourne and Sydney have performed very well in all areas including Reading, Writing, Spelling, Grammar & Punctuation, and Numeracy.

Islamic Schools Sports Association of Victoria Our Academy was successful to get the approval and registration for ISSAV. The Head Office of the A is at The Melbourne Senior Campus.

2018 Scholarships

There were 32 Scholarship winners for 2018 Sc in the following Categories: Quran Kareem, Aca Excellence, and Sports.

Wassalamu Alaikum Wr. Wb

Salah Salman AM

Head of the Academy



REPORTING AREA 1

A MESSAGE FROM

SCHOOL'S CHAIRMAN AMJAD HUSSAIN

Dr. Amjad Hussain

Assalaam Alaykum wa rahmatullahi wa barakatuhu,

Alhamdulillah, the Australian International Academy (the Academy) was blessed with great achievements in 2017, across all campuses both in Australia and Abu Dhabi, UAE.

All the campuses which include, the Senior Campus at Merlynston, Junior Campus at Coburg, the Caroline Springs Campus (all in Melbourne) and the Strathfield and Kellyville Campuses (in Sydney) achieved good results in the NAPLAN National Testing

Alhamdulillah. Building on the Year 12 students' high success in 2016, the current Year 12 students are aiming for high accomplishments this year InshaAllah.

Congratulations to the entire Academy, senior management, staff, parents and especially all the students for their collective exceptional work and progress during 2017 MashaAllah.

The recently purchased Caroline Springs Campus at 183 – 191 Caroline Springs Boulevard, has settled in very well and is in fact attaining high success in the NAPLAN National Testing. At the Kellyville Campus in Sydney, Stage 3 construction has been completed this year and enrolments are increasing at a rapid pace Alhamdulillah. I urge parents and families living in and around Kellyville, Sydney and Caroline Springs, Melbourne to visit these campuses. It is a great pleasure to announce the commencement of the first ever Girls Only Islamic Grammar School, from February 2018 in rented premises at 5 Stevenson Crescent, Caroline Springs, and Victoria. This campus aims to cater for high quality academic and Islamic teachings as well as providing students with leadership skills.

The Board and the Trust completed successful governance and financial training this year. We aim to build on this training by implementing these strategies over the next couple of years InshaAllah.

Finally I would like to thank all the Board and the Trust Members for their voluntary hard work and commitment throughout 2017, providing confidence and a sound governance and financial platform, enabling the Academy to focus on higher targets and accomplishments InshaAllah.

Dr Amjad Hussain



REPORTNG AREA 1

MESSAGE FROM

HEAD OF CAMPUS; MRS MAFFAZ AL SAFI

Social Life Against Virtual Digital World

This generation of students were born into a digital world and communicating electronically is what comes naturally to them. The 21st century has seen the advent of more and more mediums of communication which have reduced our opportunities for purposeful face-to-face conversations with real people in real time. There is no doubt that communication via mobiles, texting, Twitter, Facebook, Snapchat, Instagram will continue whether we endorse it or not. Students are urgently required to adapt to soft skills to survive and excel.

Social skills are essential, therefore we would love to empower our students not to lack the presence and purpose to enjoy the positive emotions of human interaction in person. Furthermore, we don't want them to hide behind the invisible impersonal wall of electronic communication. The single biggest influence on individuals being happy in themselves is to have a strong feeling of social connectedness; they feel they belong. Our monthly theme of the IB Learner Profile acknowledges the skills, which we strive to instil in the school community to enable them to care and share. While these connections should start with family and then extend to school and the community, in the 21st century this is not always the case; every child needs a champion and/or role model.

Building wellbeing through frequent little positive actions is the key to them looking to the future with hope. These actions include; welcoming gestures, smiles, hellos, salams, pats on the back, friendly texts, saying thank you and sorry, asking how they are feeling, giving compliments, doing even five minute mindfulness activities several times daily and doing selfless acts of kindness. Sharing their strengths to help someone overcome a challenge, choosing two positive personal descriptors to live by each week. Also spotting different ways of thinking in themselves and others, monitoring their and others' emotions, using assertive language when they need to. Often recognising when they need to seek help and many other simple little positives, which will nurture their social wellbeing.

This is essentially about instilling in the school community's members a belief that they and others matter and we all should be striving, thriving and flourishing. Nearly everything that we will achieve in life will be through people, with people and by people. Healthy positive relationships are the cornerstones to a well-functioning society and we need to develop our students' social skills to communicate effectively by using and reading positive body language messages; recognising inference, bias and emphasis in conversations; developing relationships through face-to-face conversations; learning to listen with their eyes, their ears and their hearts; valuing and considering other peoples' opinions and points of view because they matter and being present and mindful in each and every moment. "Quality is not an act, it is a habit." Aristotle

A balanced student's lifestyle places an equal emphasis on all of their elements of wellbeing. They work together, like their top character strengths, to create harmony and build their wellbeing fitness.

To cultivate growth mindsets in students we need to recognize and overcome isolation (anti-social) by initiating discussions about positive, negative, mixed and hidden emotions and their intensity. This will help them create their own positive coping and self-calming strategies to reduce emotional intensity. By introducing students to some common thinking traps to be mindful of; understand how to use assertive and positive self-talk to combat possible anxiety by being more realistic and resilient.

These skills will enable our students to distract their amygdala to put their prefrontal cortex back in charge.

"I can't change the direction of the wind, but I can adjust my sails. "

Mrs. Maffaz Al Safi

Principal



REPORTNG AREA 1

MESSAGE FROM

DEPUTY PRINCIPAL: DR NAHLA EL GHAZAWI

I would like to take this opportunity to thank the many people who have made this year a memorable one including all our wonderful staff, students, parents and guardians.

Australian International Academy is one the first Islamic IB community schools. The Islamic values of freedom, balance and love can be seen within the school atmosphere, reflecting the IB themes & ideas. I see this played out every day in the lives of our students and staff as they strive for their best not only in the classroom, but also in how they relate and treat one another. These values also encourage our students to understand and respect other faiths and different cultures helping to build the future leaders of Australia.

As a staff member of this school I am extremely grateful to be able to continue to assist in realising our school's vision "To have graduates who are well prepared and self-motivated to advance Australia and to participate effectively as world citizens with Muslim values".

Throughout the year, I have been constantly amazed by the variety of different and wonderful activities that our students continually display in the classrooms, playgrounds, library and the walls of our Primary and High school buildings. As parents and carers you should be very proud of your sons and daughters that you have given us the privilege of working with. Thank you for your trust in us!

I would like to thank the hardworking staff of AIA who are not only dedicated to serving the needs of our students spiritually, academically, physically and emotionally but are also continually in pursuit of the best from them, assisting each and every one to achieve his or her best. We are very blessed to have such instrumental people working in our school.

Another highlight of the year for me was the PYP exhibition that ensued for the first time this year. The SLC (Students Lead Conferences) from Year One to Year Six were also a great success and a wonderful opportunity for students to display their leadership skills. Finally, the gymnastic classes were a hit once again with our students who enjoyed them tremendously!

I thank everyone again for their great work and for making 2017 another successful year at AIA. As we pull the blinds down on another year, may Allah bless our staff, students, parents & guardians with the light of faith that was bestowed upon us and may it shine on us next year.

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.

2017 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 7-9, 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. 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

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.

SRC successfully managed to conduct the **2017 HARMONY DAY** on 21 March, 2017.

Harmony Day was a memorable day to all staff and students at AIA - Strathfield as they celebrated cultural diversity within the school community and the broader Australian society. Students marked this joyous day by wearing Orange shirts symbolising harmony by promoting respect, fairness and a sense of belonging for everyone. Their voices echoed through the school grounds as they sang: 'Sing children of the world, Sing children of the world' by Dawud Wharnsby. A Multicultural Food Festival was represented on the school grounds by all High School students. Students from all around the globe brought in their traditional dishes to share within our school community. Countries represented (Pakistan, India, Lebanon, Iraq, Turkey, Malaysia, Indonesia etc...)

We THANK all the parents for their generosity and their support in making exquisite dishes



‘Cyberbullying and Social Media’

An Incursion on the 29 March, 2017 a seminar Presented by Lawyers Mrs Roauada El-Ayoubi and Mrs Farah Sultan to all the girls from Year 6 – 10.

AIA- Strathfield Girls from Years 6-10 took part in an important incursion on the ‘Effects of Social Media and Cyberbullying’. Students were educated about the dangers of social media and the implications of cyberbullying from a legal and Islamic perspective by two lawyers Mrs Rouada El-Ayoubi and Mrs Farah Sultan who have a legal background. The girls were also educated on the facts and research about where their images are going online and who might handle these images inappropriately.

A message that our students and parents need to understand is that social media has become part of our life. If used correctly and within limits, it can be an act of worship like other forms of social interaction. If used incorrectly, it can be a means of wasting time and gaining sins.

Among the benefits of social media are: keeping family ties and encouraging others to do good actions, such as through online campaigns for social change. Social media can also be used as a positive medium to convey the beautiful message of Islam and for increasing our Islamic knowledge.

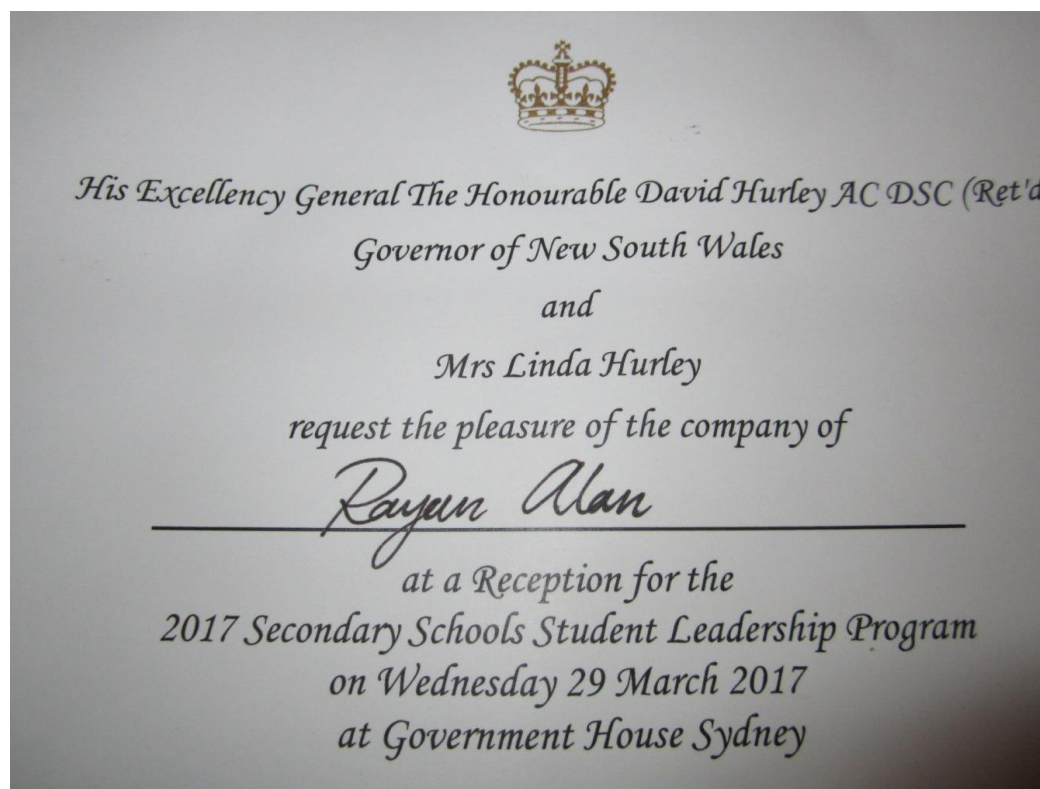
However, social media can also be used to destroy the peace within ourselves and families. It can distract us from our relationship with Allah swt and our relationships with family and friends. It can also place us under pressure in the pursuit of an online image, and in dangerous situations where our private information is made public for all to see and use. Once posted online, we have no control over where our pictures or personal information end up. At times, the consequences can be disastrous.

When using social media, it is important to apply five principles based on the teachings of Muhammad PBUH. They are: lower your gaze, refrain from harming others, return greeting of peace, enjoin good and forbid evil. Harming others includes backbiting, spreading lies and cyberbullying, all of which violate the sanctity of the honour of people. We also need to remember that even if our account is deleted, our record is saved and remains forever, even after our death. This record will be presented to us on the Day of Judgement. They were sincerely appreciating our guest speakers and May Allah protect all our children from the hidden dangers of social media and cyberbullying.

Captain and Vice-Captain Visit it NSW Parliament House on 29th March, 2017

School Captain and Vice Captains visit to NSW Parliament House for ‘Civic and Citizenship Leadership Program’. The program offered Year 12 student Leaders the opportunity to develop their knowledge of the system of government and parliamentary proceedings, and the role of the Governor at the NSW Parliament House.





Creativity, Activity and Service

As a shining beacon of our values, Creativity, Activity and Service (CAS) enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

The IBDP students of year 11 and 12 were engaged in several CAS experiences where they initiated several activities that provided services to the school, local and global community. Students communicated with several organizations and provided services to these organizations by raising awareness and raised funds to support the needs of others in the community.

Students organized shoe box Eid gifts at school to be shipped to Syria. They collaborated with students from the school community to collect and package the boxes. Students communicated with the “ShoeBox4Syria” organization where they delivered the boxes and volunteered with the packaging process. Students continued to support this initiative throughout the year by volunteering for events run by the same organization and providing their services.

Students also participated in commemorating several national days run by several organizations to raise funds and awareness within the school community. They were

involved in initiating events at school on behalf of these organizations such as starlight day and Australia's Biggest Morning tea.

Participation in these CAS experiences throughout the year has enabled our students to enhance their personal and interpersonal development. Overall our students have done an amazing job, giving their time and energy to engage in Creativity, Activity and Service (CAS) experiences.

Halla Salam

CAS Coordinator



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
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 2017 number are 426. The number of the girls 185 and 241 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.

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

Voluntary sessions for individual students, teachers and parents have been conducted throughout this year. Feedback from our school community indicates that one on one sessions were more effective than group sessions for their spiritual development and character building.

Term 1 Umra 2017 project was a successful exercise as it is a spiritually uplifting journey for our Year 10 students. As usual students from different AIA campuses participated. Although having students from different campuses was challenging for the AIA teachers but it is also rewarding. Melbourne campuses along with Kellyville Campus students enjoyed a life time experience in Abu Dhabi, Madina and Makkah. Activities in Abu Dhabi sister campus were mainly for Community and Service and educational interactions with students. After-hours students enjoyed site seeing visits such as going to the museum, grand mosque and shopping malls. Main attraction activity was desert safari trip as well as Ferrari World. Abu Dhabi school swimming pool visits were appropriately added to the program for students to cool themselves from the heavy heat outside during their stay.

Madina and Makkah Umra and the programs around it were also received well by the students. They were amazed with the Kaba and Prophet's (PBUH) grave. We had multiple visits to the grave of the Prophet as well as supervised individual visits were conducted. Students also enjoyed praying in Rawda which is the special section of the Prophet's Masjid. Although it was extremely crowded, teachers made special effort to take the students late at night. Madina Museum was educational and other special site visits included Uhud Quba and Khandaq areas. Going to Umra by bus using the route of the Prophet was extremely joyful for the students. Talbiye was conducted by every student. Team building, supporting each other, looking after each other's' property, spending their money wisely were few of the essential learning areas the student enhanced themselves in. They made dua for their parents and loved ones who have passed away from their families were significantly empowering and explaining their feelings and experiences to their parents every day was phenomenal. Families mentioned that they felt that they were with us on the journey due to availability of the internet access through their sons' mobile phones. Students enhanced their leadership skills in rotating room head responsibility as well as during the group Umra sessions. We had a team member who was kind enough to take those students who wished to make second and third Umra for their relatives. During Umra trip students enjoyed one on one consultancy with the chaplain and their respected teachers.

Effects of Worldwide instabilities eased off from students by giving them vision and explanations at their level during assemblies and Friday sermons. Few parents were thankful to school for the availability of the chaplaincy services.

Year 7 camp was affective in building relationship with teachers and students as well as among students themselves.

Students enjoyed the explaining part of the mosque to people, young and professionals of different walks of life. It was a maturing interfaith activity for the students during their tour sessions.

REPORTING AREA 3

STUDENT OUTCOMES IN STATE WIDE TESTS AND EXAMINATIONS SENIOR SECONDARY OUTCOMES

HIGHER SCHOOL CERTIFICATE & INTERNATIONAL BACCALAUREATE DIPLOMA RESULTS 2017

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 2017 Year 9 Bands based on 33 students

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Band10	3.0	0	3.0	3.0	0
Band 9	9.1	12.1	30.3	9.1	12.1
Band 8	48.5	48.5	33.3	30.3	42.4
Band 7	24.2	12.1	21.2	51.5	30.3
Band 6	12.1	21.2	9.1	6.1	15.2
Band 5	3.0	6.1	3.0	0	0

12.1% of year 9 students in the top two bands for Reading.

12.1% of year 9 students in the top two bands for Writing.

12.1% of year 9 students in the top two bands for Numeracy.

School Mean compared to State

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
STATE	591.2	562.9	594.5	585.8	605.5
AIA	584.5	573.4	600.1	585.5	583.5

Year 9 were above the state average in Spelling & Writing and en par with Grammar and Punctuation.

Year 7 Bands based on 37 students

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Band 9	2.7	2.7	10.8	8.1	5.4
Band 8	16.2	10.8	37.8	5.4	10.8
Band 7	37.8	29.7	37.8	48.6	43.2
Band 6	37.8	40.5	10.8	24.3	35.1
Band 5	5.4	13.5	2.7	10.8	5.4
Band 4	0	2.7	0	2.7	0

19% of year 7 students in the top two bands for Reading.
 13.5% of year 7 students in the top two bands for Writing.
 16% of year 7 students in the top two bands for Numeracy.

School Mean compared to State

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
STATE	551.6	520.4	561.4	550.1	563.6
AIA	536.3	526.0	578.6	537.4	542.6

Year 7 were above the state average in, Writing and Spelling.

Year 5 Bands based on 30 students

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Band 8	10.0	3.3	13.3	10.0	3.3
Band 7	30.0	16.7	16.7	16.7	13.3
Band 6	30.0	30.0	53.3	33.3	36.7
Band 5	16.7	43.3	16.7	30.0	33.3
Band 4	13.3	3.3	0	10	10
Band 3	0	3.3	0	0	3.3

40% of year 5 students in the top two bands for Reading.
 20% of year 5 students in the top two bands for Writing.
 16.6% of year 5 students in the top two bands for Numeracy.

School Mean compared to State

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
STATE	512.0	480.8	511.0	510.2	502.7
AIA	509.2	490.1	520.1	496.6	480.4

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

Year 3 Bands based on 40 students

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Band 6	22.5	10.0	37.5	17.5	10.0
Band 5	12.5	52.5	25.0	32.5	22.5
Band 4	40.0	25.0	20.0	20.0	27.5
Band 3	20.0	12.5	7.5	25.0	27.5
Band 2	2.5	0	7.5	0	10.0
Band 1	2.5	0	2.5	5.0	2.5

35% of year 3 students in the top two bands for Reading.

62.5% of year 3 students in the top two bands for Writing.

32.5% of year 3 students in the top two bands for Numeracy.

Growth Rate for Reading

Year	State	AIS	AIA
Year 5	78.2	77	71.5
Year 7	46.3	44.4	49.2
Year 9	38.6	38.8	49.9

Growth Rate for Spelling

Year	State	AIS	AIA
Year 5	89.6	86.3	83.7
Year 7	52	53.9	63.1
Year 9	36	38.1	40.3

Growth Rate for Grammar and Punctuation

Year	State	AIS	AIA
Year 5	66.6	64.1	52.4
Year 7	37	35.8	24.6
Year 9	34.8	33.7	39.0

Growth Rate for Numeracy

Year	State	AIS	AIA
Year 5	96.8	93.9	74.3
Year 7	61.1	66.2	50.9
Year 9	52.4	53.8	59.1

Percentage of Students achieving Less than Expected Growth for Reading

	2011	2012	2013	2014	2015	2016	2017
Year 5	72.20%	44.10%	57.7%	50%	45.8%	36.0%	46.7%
Year 7	47.50%	53.70%	35.1%	40.7%	44.2%	35.7%	50.0%
Year 9	53.80%	40.00%	26.5%	14.7%	35.3%	55.2%	30.3%

Year 9 Student Growth

ASPECT	AVERAGE SCALED GROWTH	
	STATE	AIA
READING	38.6	49.9
WRITING	NA	NA
SPELLING	36	40.3
GRAMMAR & PUNCTUATION	34.8	39
NUMERACY	52.4	59.1

ASPECT	EXPECTED GROWTH	
	Less than expected growth	Greater than or equal to expected growth
READING	24.2	75.8
WRITING	NA	NA
SPELLING	42.4	57.6
GRAMMAR & PUNCTUATION	36.4	63.6
NUMERACY	24.2	75.8

REPORTING AREA 4 & 5

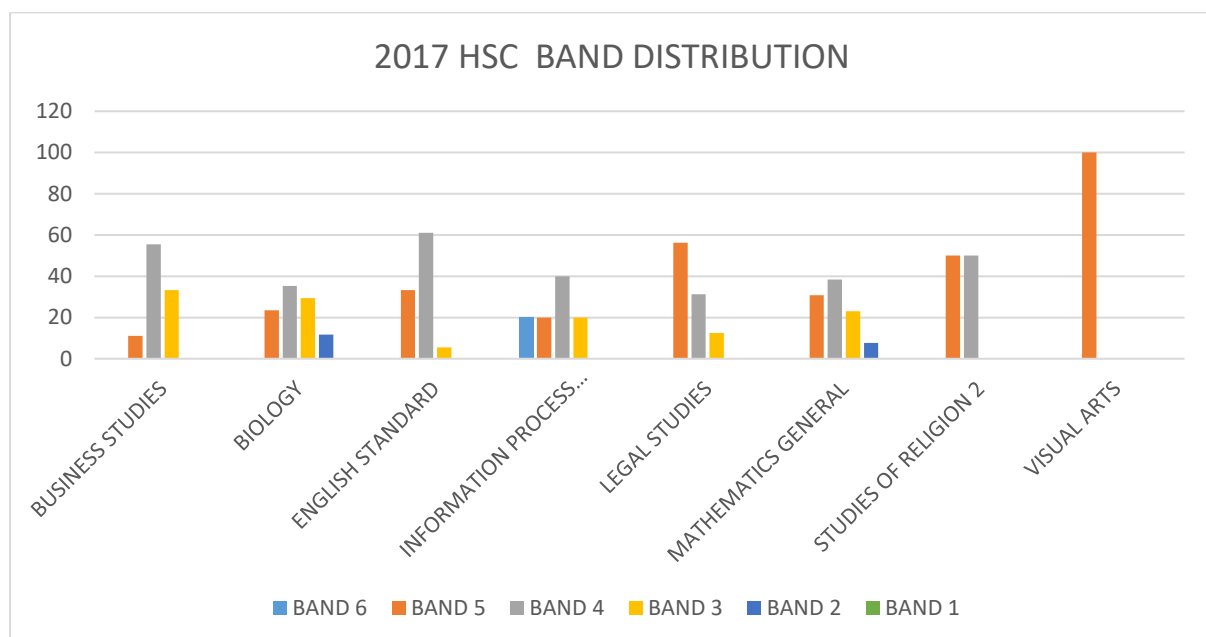
RoSA & HSC

Year 12 attaining a certificate / VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2017	HSC / IBDP	100%
2017	VET qualification	0%

2017 HSC Results : 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.

	no. of students	school mean	state mean
Biology 2 unit	17	71.58	74.3
Business Studies 2 unit	9	72.89	73.17
English (Standard) 2 unit	18	76.83	69.19
Information Processes and Technology 2 u	5	78.44	71.71
Legal Studies 2 unit	16	77.5	75.86
Mathematics General 2 2 unit	13	74.05	68.51
Studies of Religion II 2 unit	6	80.37	76.27
Visual Arts 2 unit	5	83.08	79.74



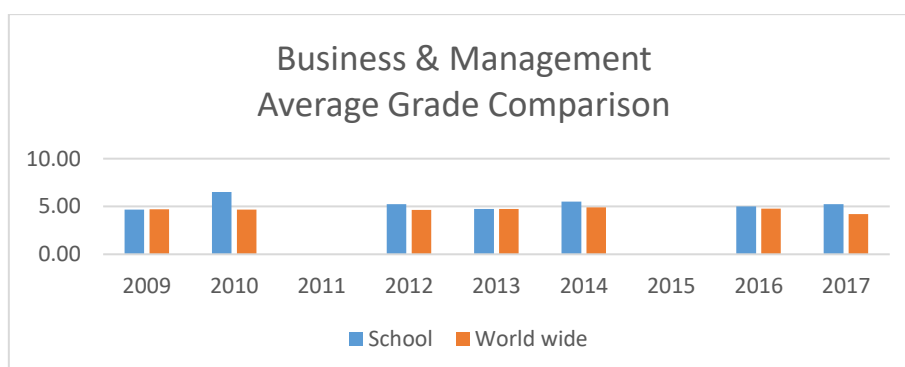
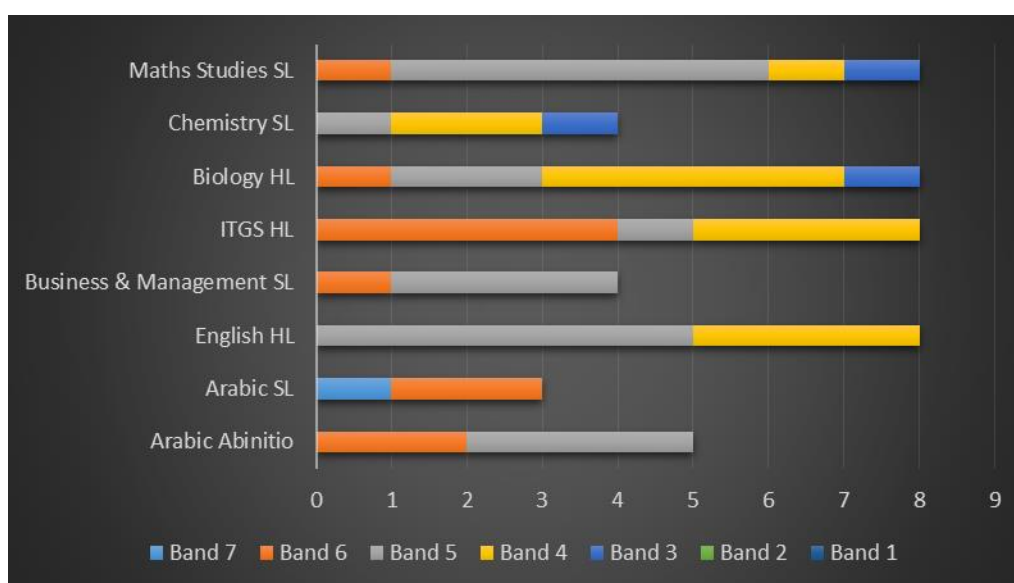
2017 International Baccalaureate (IB) Results

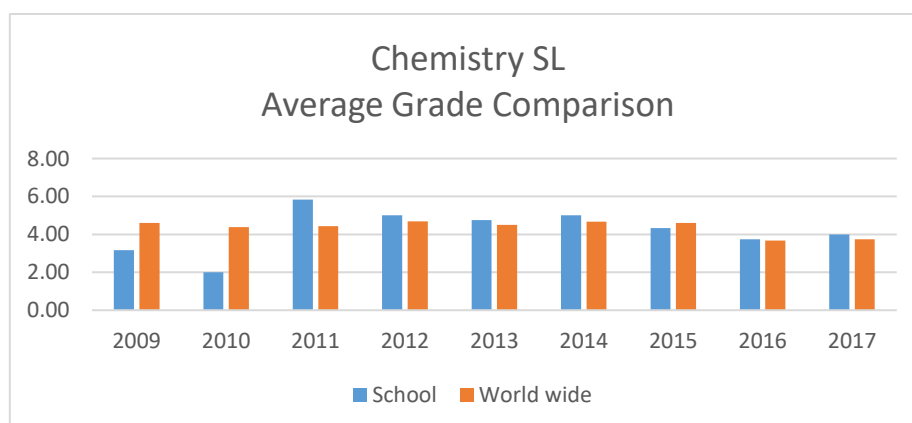
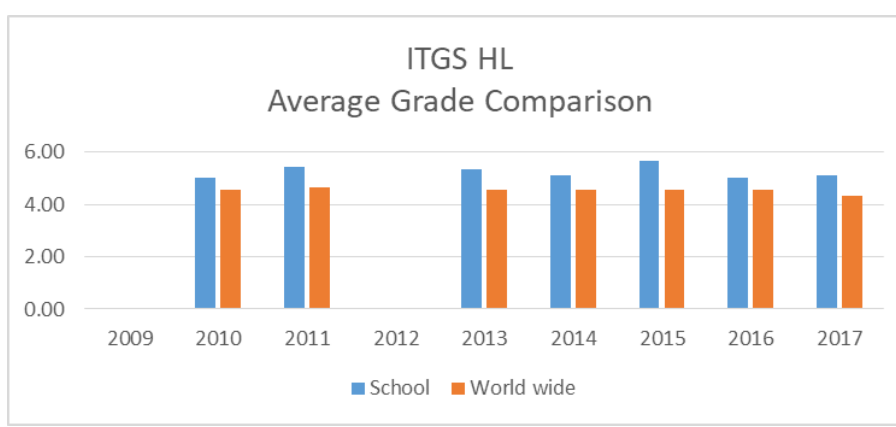
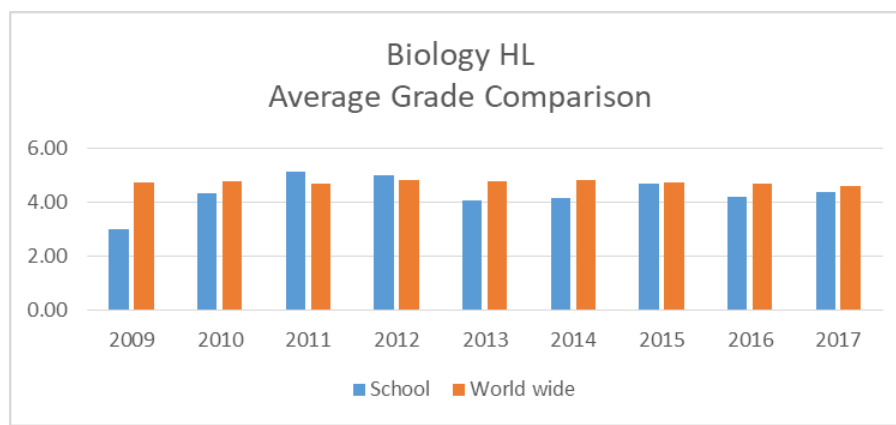
The information below shows the students' results out of 7 in the IB subjects. We had 8 students complete the IBDP course in 2017.

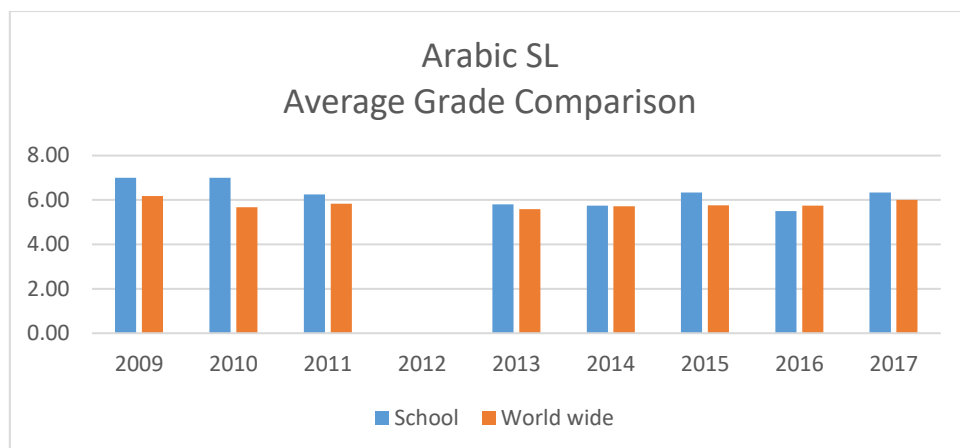
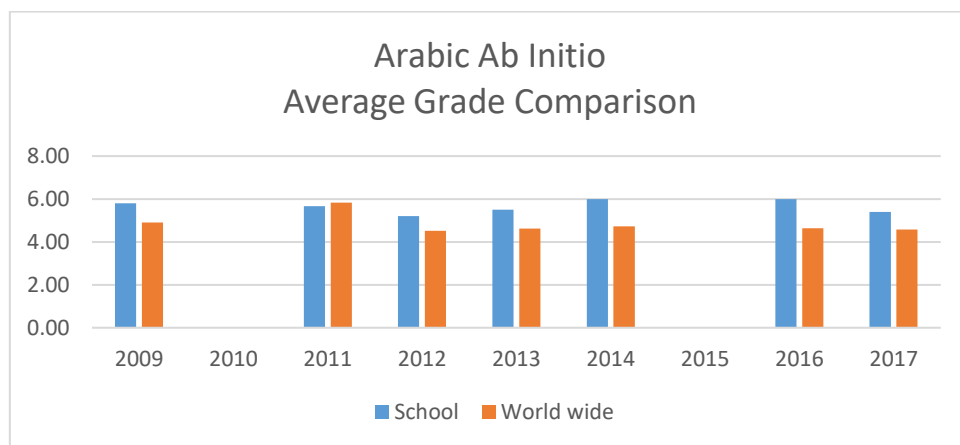
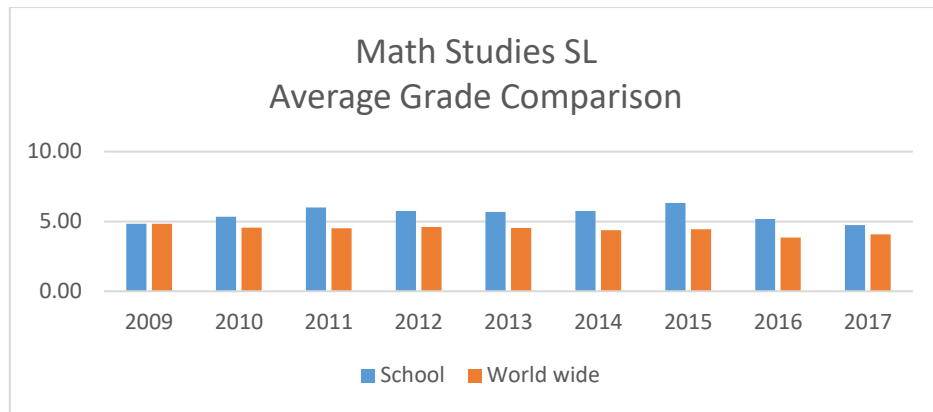
HL indicates High Level Subjects and SL indicates Standard Level Subjects-

IBDP Level Distribution 2017							
	Band 7	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Arabic Abinitio		2	3				
Arabic SL	1	2					
English HL			5	3			
Business & Management SL		1	3				
ITGS HL		4	1	3			
Biology HL		1	2	4	1		
Chemistry SL			1	2	1		
Maths Studies SL		1	5	1	1		

Indicates number of students in each band. There were 8 students in the 2017 DP Cohort



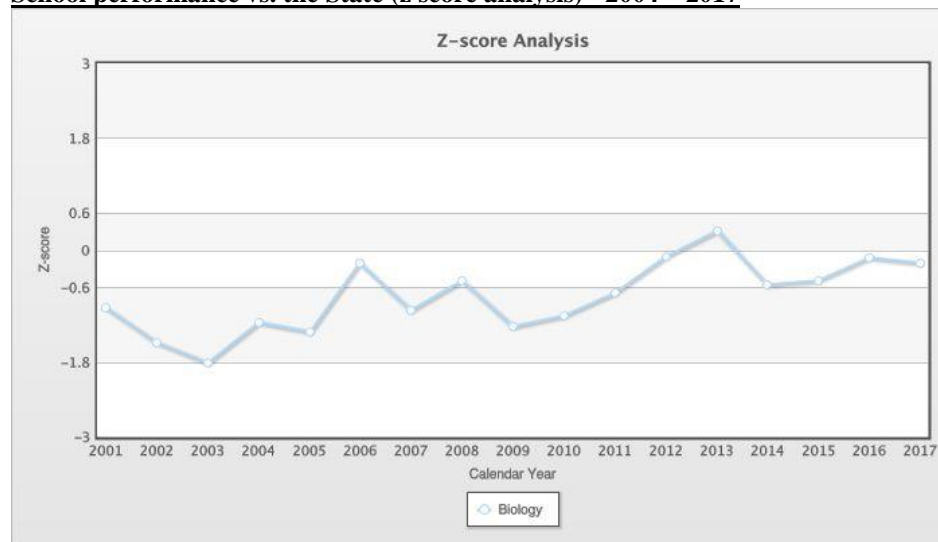




ANALYSIS AND RECOMMENDATIONS OF HSC in 2017

ANALYSIS AND RECOMMENDATIONS OF HSC *Biology* 2017

School performance vs. the State (z score analysis) - 2004 – 2017



Recommendations

There is trend towards improvement from 2004-2017 with some fluctuations, in general there is a need to work towards the state average.

Band Summary

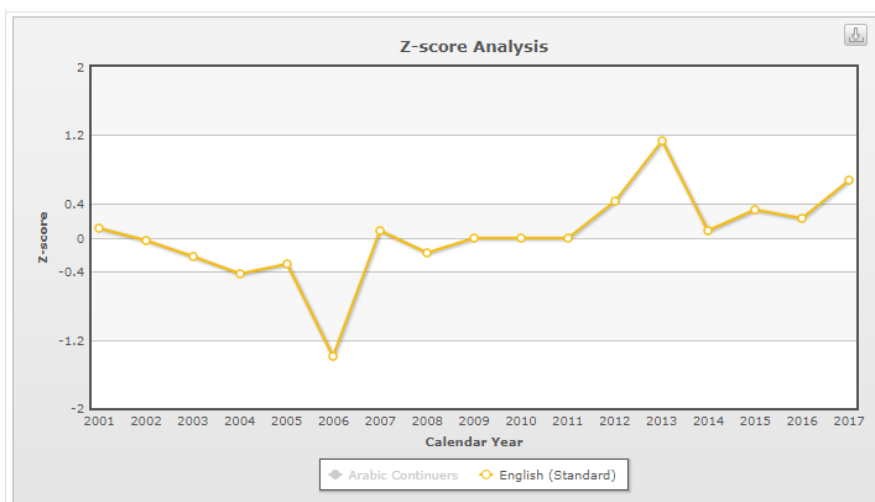
Band	School	%	State	%	School	State
1	0	0.00	657	3.62		
2	2	11.76	1512	8.33		
3	5	29.41	3510	19.34		
4	6	35.29	5293	29.16		
5	4	23.53	5000	27.54		
6	0	0.00	2181	12.01		

Recommendations

Main bulk of students in band 4, more students need to be pushed into higher bands.

ANALYSIS AND RECOMMENDATIONS OF HSC *STANDARD ENGLISH* 2017

School performance vs. the State (z score analysis) - 2001 – 2017



English (Standard)		remove	2001	2002	2003	2004	2005	2006	2007	2008	2012	2013	2014	2015	2016	2017
No. of candidates			15	14	7	7	7	7	14	9	14	4	14	14	15	18

☒ save data set

Recommendations

The school has performed just above the state mean; this is a positive result. Teacher to continue to teach analytical writing explicitly.

Band Summary

Band	School	%	State	%	School	State
1	0	0.00	1299	4.20		
2	0	0.00	2925	9.46		
3	1	5.56	9644	31.20		
4	11	61.11	12093	39.12		
5	6	33.33	4688	15.16		
6	0	0.00	265	0.86		

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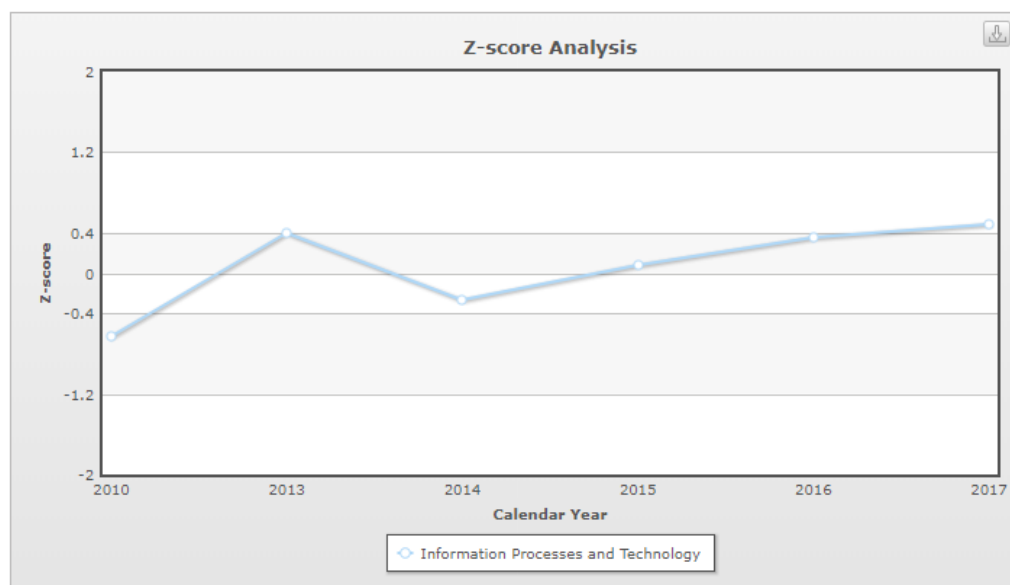
Band AnalysisTable displays the number and percentage of students in Performance Bands both in the school and state for a particular course.

Recommendations

We have representation in Band 5, we need to aim to perform in Band 6.

ANALYSIS AND RECOMMENDATIONS OF HSC IPT 2017

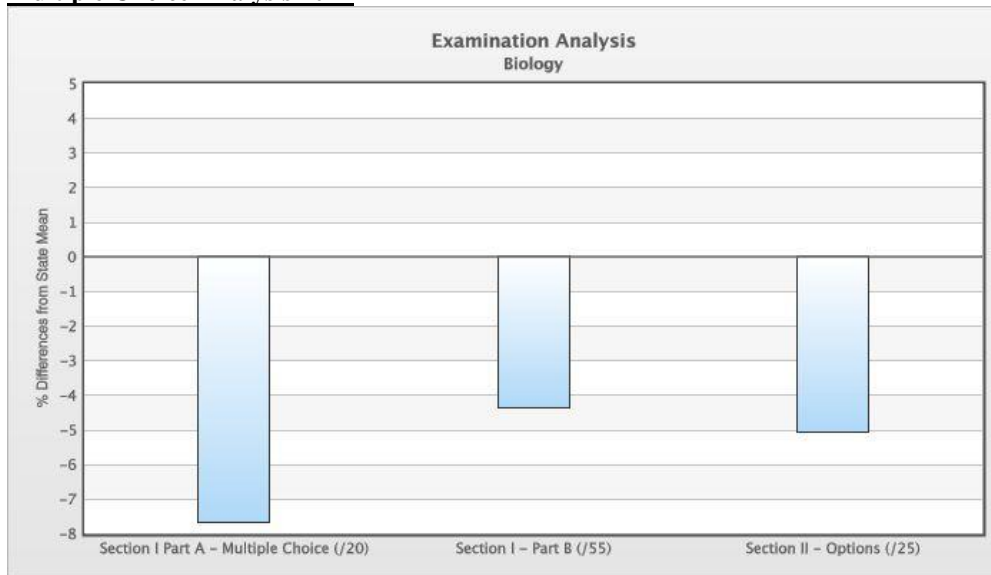
School performance vs. the State (z score analysis) - 2004 – 2017



Recommendations

There has been steady improvement from 2010 to 2017. 2015-2017 results were above the state average. We need to focus on keeping the marks above state average.

Multiple Choice Analysis 2017



Recommendations

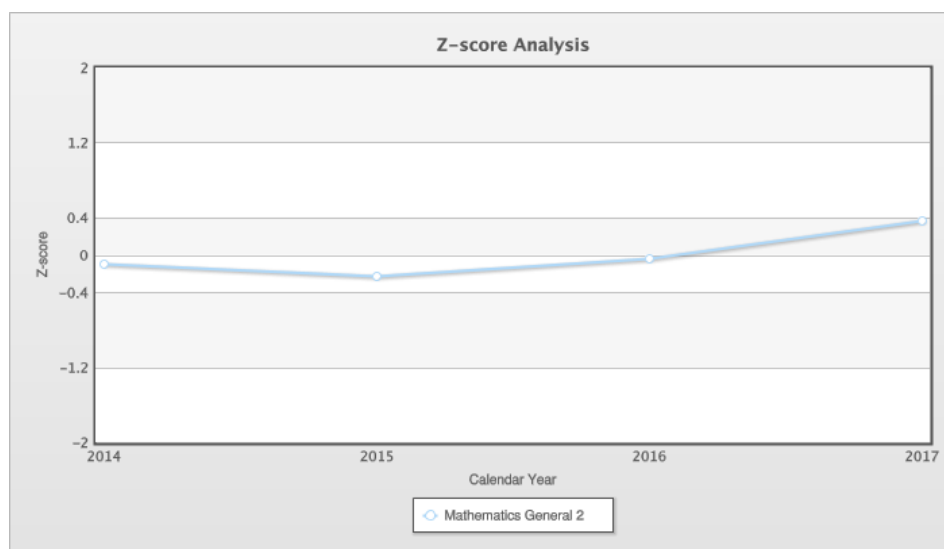
Students performed well below the states average in the multiple choice section. More practice of multiple choice questions is needed to improve in the future, also read the textbook thoroughly rather than depending solely on their notes. 'Dot Point multiple choice' would aid in this.

Band Summary

Band	School	%	State	%	School	State
1	0	0.00	146	5.44		
2	0	0.00	346	12.89		
3	1	20.00	426	15.87		
4	2	40.00	953	35.51		
5	1	20.00	611	22.76		
6	1	20.00	202	7.53		

Recommendations

The majority of students are in band 4. We need to focus on getting more students in band 5 and 6.

ANALYSIS AND RECOMMENDATIONS OF HSC *Mathematics General 2* - 2017**School performance vs. the State (z score analysis) - 2014 – 2017**

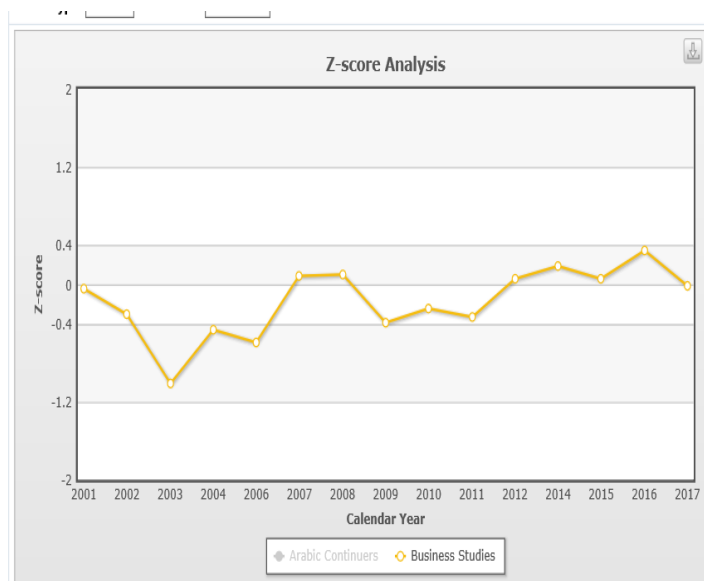
Mathematics General 2 course replaced General Mathematics in 2014 as such previous results are not shown in the graph. The trend shows an upward trend which is above by 0.4 of a standard deviation. This shows that the school's average examination performance exceeded the state average by 0.4 of a standard deviation.

Recommendations

The aim of the faculty is to get the z-score higher in 2018. Students will be provided past year HSC examination papers, independent schools and Catholic Schools Trial papers categorised in the five strands and the two focus study. This will enable them to see the link between questions.

ANALYSIS AND RECOMMENDATIONS OF HSC *BUSINESS STUDIES* 2017

School performance vs. the State (z score analysis) - 2004 – 2017



Recommendations

While there has been a general positive trend since 2009, last year's results were disappointing and showed a significant decline in performance compared to the state mean with a mean of -0.02.

This can be attributed to significant disruption to the learning process through the change of teachers and the inability of one teacher to main effective management of the learning environment. This led to significant inconsistency.

Band Summary

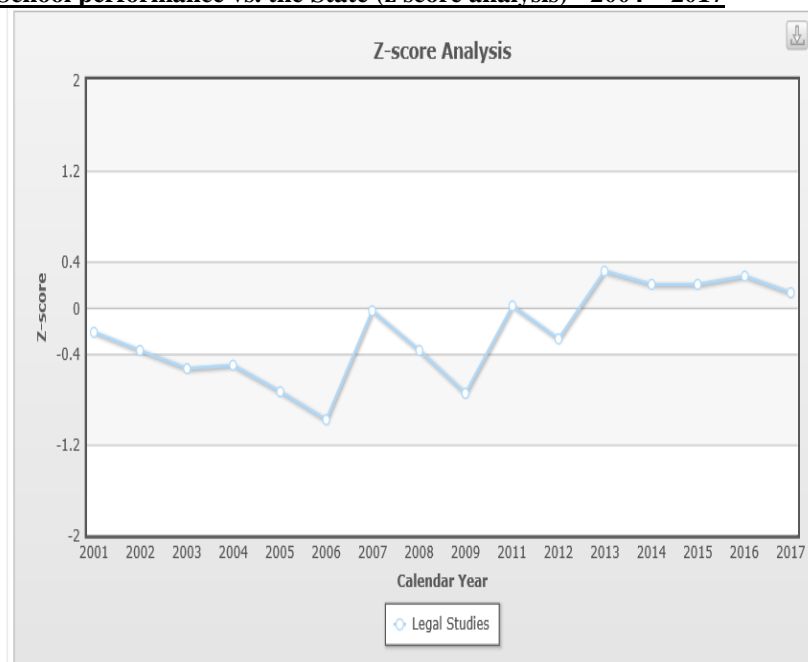
Band	School	%	State	%	School	State
1	0	0.00	794	4.54		
2	0	0.00	1428	8.17		
3	3	33.33	3787	21.68		
4	5	55.56	5051	28.91		
5	1	11.11	4964	28.41		
6	0	0.00	1446	8.28		

Recommendations

The band summary shows that a significant portion of the students who achieved band 4 could have with greater effort and preparation achieved a band 5 and similarly the student who achieved a band 5 had the potential to achieve a band 6. Again this was mostly the result of the disruption to the learning throughout the year.

ANALYSIS AND RECOMMENDATIONS OF HSC *Legal Studies* 2017

School performance vs. the State (z score analysis) - 2004 – 2017



Recommendations

The Z score analysis shows that the school has performed above the state mean for the last 5 years though there was a 0.2 decline from 2016 to 2017. This can be explained by a significant group of students who had no choice but to do legal studies due to limited choice of subjects. This meant that the teacher had a larger class than usual. Dividing the class into two more manageable classes could be an option in the future, The teacher will continue to try to inspire and engage with students whose first choice was not legal studies.

Band Summary

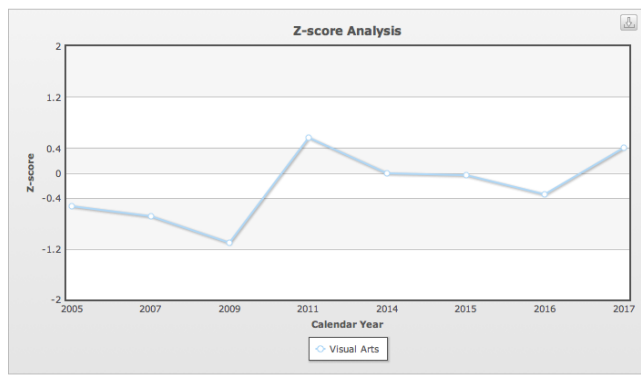
Band	School	%	State	%	School	State
1	0	0.00	360	3.33		
2	0	0.00	539	4.99		
3	2	12.50	1788	16.56		
4	5	31.25	3335	30.89		
5	9	56.25	3364	31.15		
6	0	0.00	1412	13.08		

Recommendations

The band summary shows that none of our students achieved a band 1 and 2 which is pleasing, though the large number of students in band 5 suggests that several of them should have been able to creep into the band 6 of which no students was able to achieve. Rana Harris achieved above 90 in her exam though she was scaled down by her ranking and internal assessment.

ANALYSIS AND RECOMMENDATIONS OF HSC *Visual Arts* 2017

School performance vs. the State (z score analysis) - 2004 – 2017



Recommendations

Improvement in marks from 2014-2017 and result were above the state average. We need to keep the mark above the state average.

Band Summary

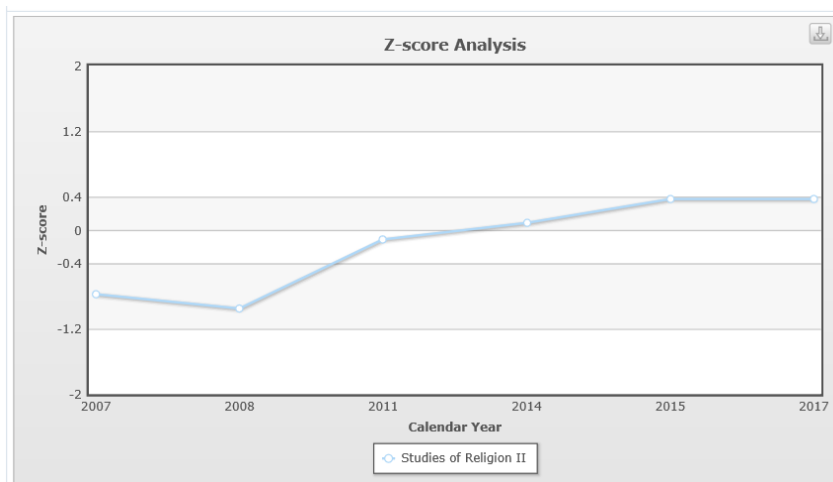
Band	School	%	State	%	School	State
1	0	0.00	11	0.12		
2	0	0.00	85	0.94		
3	0	0.00	786	8.66		
4	0	0.00	3224	35.54		
5	5	100.00	3809	41.99		
6	0	0.00	1156	12.74		

Recommendations

All students received band 5 and we need to push students toward band 6

ANALYSIS AND RECOMMENDATIONS OF HSC *Studies of Religion* 2017

School performance vs. the State (z score analysis) - 2004 – 2017



Recommendations

The Z score analysis shows a steady improvement since 2008 with the last 4 years being above state averages. The 2017 results were on par with the 2015 results with no SOR students in 2016. In 2017 the result 0.4 above state averages.

Band Summary

Band	School	%	State	%	School	State
1	0	0.00	100	1.68		
2	0	0.00	326	5.48		
3	0	0.00	902	15.15		
4	3	50.00	1843	30.95		
5	3	50.00	2365	39.72		
6	0	0.00	418	7.02		

Recommendations

The achieving of 3 band 5's and the avoidance of anything below band 4 was very pleasing, showing that all students had at least a satisfactory understanding of the course. It is still a disappointment that none of those band 5's were not pushed into a band 6, though one did come close. The provision of differentiated work that targets the more able students should ensure that some of the more able students will be able to move into the highest band.

2017 University Entry

We had 18 students sit for the HSC and 8 sit for the IB DP in 2017. 100% of the 2017 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 summarize 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 NESA. All teaching staff hold a Bachelor's or higher Degree with a number of staff having postgraduate degrees such as Doctorate or Masters Degrees.

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

- One of our Academy's areas to improve our reform is **Quality Teaching**, which determined many factors and targets for 2017. The Academy has been involving staff in professional learning and development in various areas of curriculum, management and leadership.
- A two-hour Professional Development/Learning block often every week where guest speakers and professionals share their expertise, knowledge and ideas with staff. Different member of the Academy staff were frequently presenting to sharing with their colleagues any beneficent information /materials
- Staff attend a wide range of external workshops and in-services in their areas.
- Staff attend IB (PYP, MYP & DP) conferences and workshops (local, interstate and overseas) each year.
- Educational Consultants work within the school to improve staff expertise in a number of areas. Peer training and workshop are run to improve overall skills & Support Staff attend courses related to their area/discipline.

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

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:

- Participation in Schools Leading Learning Project through the AIS of which one of its determined improvement targets for 2017 has been teacher quality which involved staff in professional learning and development in various areas of curriculum, management and leadership.
- A two-hour PD block every week where staff, guest speakers and professionals share their expertise, knowledge and ideas with staff
- Collaborative Planning sessions where teachers are released to meet together once a week to plan, collaborate and engage in professional dialogue to enhance the teaching and learning.
- Staff attend a wide range of external workshops and in-services in their areas.
- Staff attend IB (PYP, MYP) conferences and workshops (local, interstate and overseas) each year.

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

- Peer training and workshopping to improve overall skills.

- Support Staff attend courses related to their area of work.

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

In addition, all staff participated in a large number of internal Professional Development on Tuesday afternoons when students are dismissed early. These PD sessions were largely subject based and concentrated on developing curriculum and programmes and developing teaching skills. Teachers also participated in organised professional development activities on Curriculum Days and pupil-free days.

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's academic struggle at school.

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

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

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

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

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

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

Students who aggregate more than 4 inadequately explained absences within a term, should

have their parents contacted by the 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	2016	2017
Primary (K - 6)	94.4%	91.9%
Secondary (7-12)	94.7%	92.3%

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

	AIA
2009 – 2011	57%
2010 – 2012	58%
2011 - 2013	50%
2012 - 2014	70%
2013 - 2015	61%
2014 - 2016	76%
2015 - 2017	70%

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.

	2013 to 2014 growth	2014 to 2015 growth	2015 to 2016 growth	2016 to 2017 growth	2017 to 2018 growth
Primary (K - 6)	32	-32	46	9	19
Secondary (7-12)	-12	3	35	12	-16

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.

Attendance Rate

	2015	2016	2017
Year Level	Attendance Rate Term 1 - 3	Attendance Rate Term 1 - 3	Attendance Rate Term 1 - 3
Kinder	93.8%	94.32%	88.1%
year 1	95.2%	95.2%	92.7%
year 2	94.9%	95.1%	93.6%
year 3	95.5%	94.1%	91.0%
year 4	95.6%	92.3%	92.5%
year 5	95.3%	96.2%	93.7%
year 6	95.7%	93.6%	92.0%
year 7	96.4%	95.4%	92.7%
year 8	95%	94.0%	94.0%
year 9	92.9%	93.7%	91.1%
year 10	92.6%	91.9%	92.2%
year 11	95.2%	95.5%	94.4%
year 12	94.3%	97.8%	89.42%

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.
- Office staff are in regular contact with parents after absences.

REPORTING AREA 12

ENROLMENT POLICY AND CHARACTERISTICS OF STUDENT BODY

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

FUNDAMENTAL PRINCIPLES

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

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

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

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

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

GUIDELINES

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

THE EVALUATION PROCESS

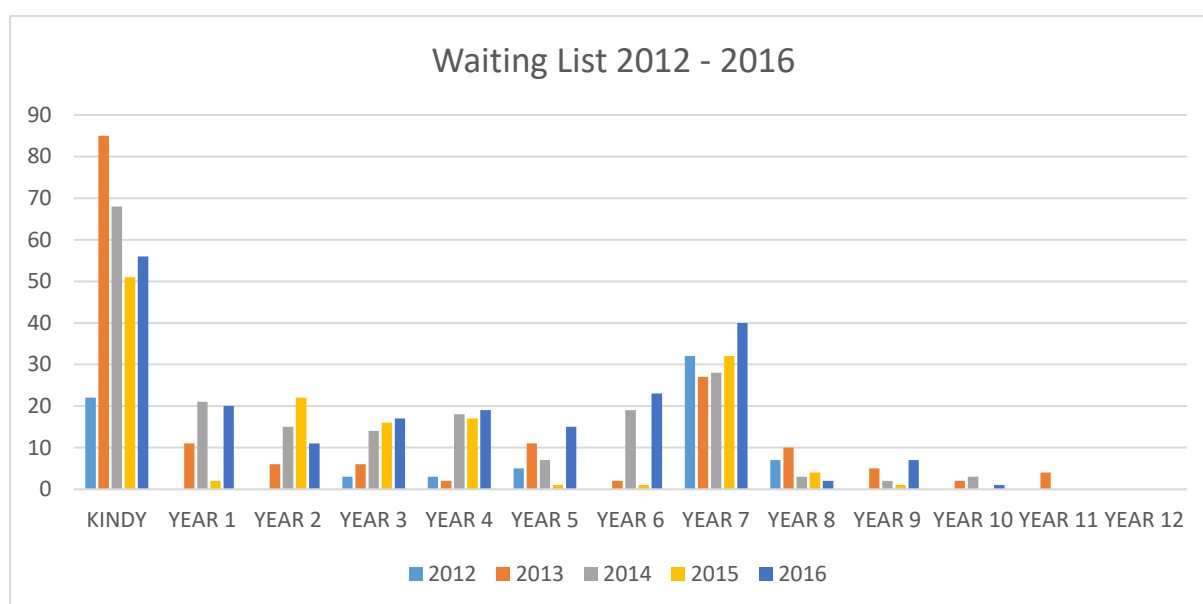
Families on the Registration Waiting List are notified by the Registrar when a place becomes available in any Year 1 – 10 class, and the time the evaluation process is commencing for Kinder enrolments. The evaluation process consists essentially of three components, an evaluation of past performance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

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

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

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

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



OFFER OF PLACES

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

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

PREREQUISITES FOR CONTINUING ENROLMENT

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

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

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

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

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

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

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

Students Welfare

The Australian International Academy values the importance of facilitating a learning environment. The comprehensive, experienced and professional team is composed of Level Coordinators, Form Teachers, School Chaplain, School Counsellor, Deputy Principal 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 As 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 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 As Action activities that they have put their hearts and souls into.



REPORTING AREA 13

SCHOOL POLICIES

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. 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. Also to respect other faith and belief.

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

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

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

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

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

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

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

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

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.

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.

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

Debating Club: Our debating club is a mixture of Year 5 and 6 students, some of these students are now in their second year of debating. This has been an exciting year of growth and achievement for the debaters.

The students have participated in three rounds of debates against students from Arkana College and the AIA Kellyville Campus. During these debating rounds the students have impressed us with their commitment and levels of progress. As a result of their hard work and dedication, the students have produced and presented persuasive and strong arguments related to a range of very topical issues.

This academic year 2017, our focus has been on strengthening rebuttal skills. The students are continuing to improve in their ability to construct strong opposing arguments and finding evidence to support their arguments.

We would like to commend each of the students for the principled and responsible manner in which they conducted themselves during these formal events with students from other schools.



The Start Smart: Warren Buffet states “*Don’t save what is left after spending, but spend what is left after saving.*” An incursion for primary students was arranged to learn money management skills. The Start Smart program changes the way young people learn about money. It makes money management interactive, engaging and fun. It equips students with the confidence and competence to make smart decisions about money. Students took part in different activities run by Commonwealth facilitator. She made the learning experience **motivating and inspiring for the students.**

The Step Up-Mathematic Club: “Charles Colton states “The study of Mathematics, like the Nile, begins in minuteness but ends in magnificence”. Exactly this is what “The Step Up” is doing every Thursday afternoon from last three years. Each session increases the love of Mathematic in the hearts of young learners and polishes their problem solving skills through hands-on activities. Members of this club believe Mathematics is music of reason and there is no such thing as ‘boring’ in it.

The Book Parade



Morning Quran Classes: Students from K-6 participated in ‘Morning Quran classes’. Students showed eagerness coming every Tuesday and Wednesday morning from 7:45am – 8:30am to attend Quran classes. These classes helped improve students Qur’an recitation and while gaining deeper Islamic knowledge, through variety of activities which motivated students to love Allah, Qur’an and Islam.

Chess Club



Sports Torments



Year 6 Exhibition



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 2017

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

Overall teacher satisfaction was 83.48%

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.

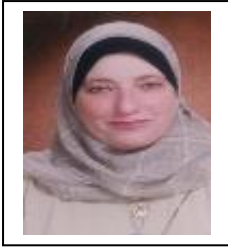
Parents are regularly informed of the attendance policy during information nights.

Office staff are in regular contact with parents after absences

RESULTS FROM STUDENTS' SURVEYS 2017

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

Overall student satisfaction was 62.26%



REPORTING AREA 17

SUMMARY FINANCIAL INFORMATION

ACADEMY SENIOR FINANCIAL MANAGER-

Fayzah Salah

Senior Financial Manager

2017 Senior Financial Manager's Annual Report

The Education in Australia is playing a significant role in the future of Australians. School Principals, teachers, administrators and parents are playing the crucial role in the education process.

School would fall apart without its team of administrators, business managers and finance managers who are responsible for budgeting and accountable to government. Annual reporting and financial accountability to authorities shows how the School running in general.

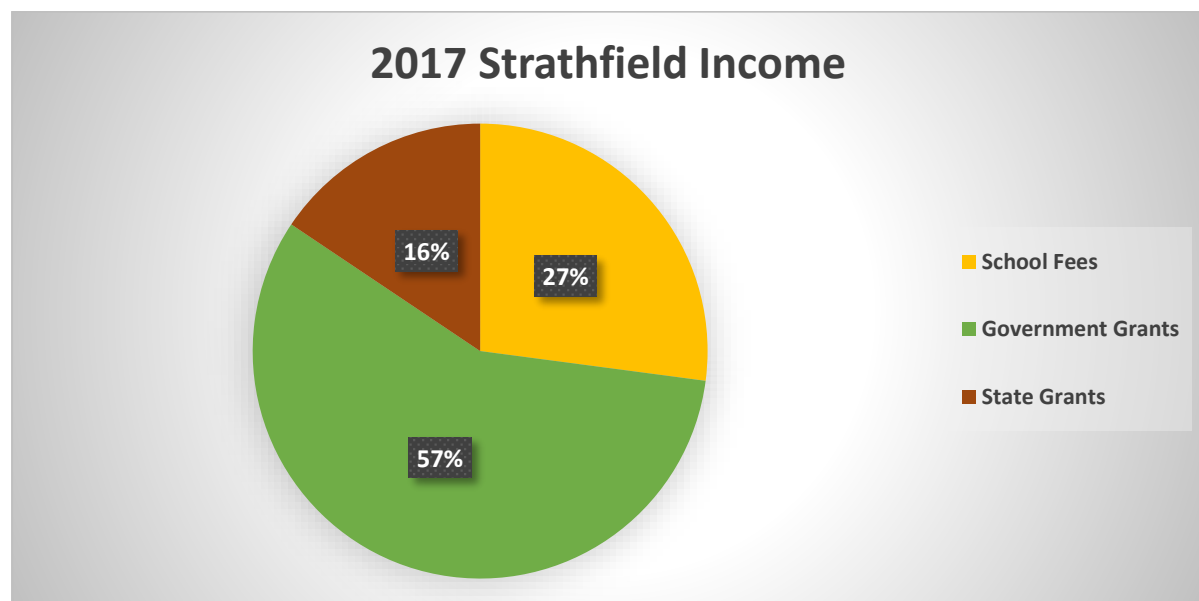
If we consider any school as a ship and the principal is the captain, we then know that he provides directions, then teachers provide the key skills to bring the education to reach its destination. Future direction focus on quality and better education for special need students and ensure affordability, transparency and the proper measures of accountability

AIA has taken the required measures to comply with the new funding arrangement. Lists for Students with special needs have been submitted to department of education as required.

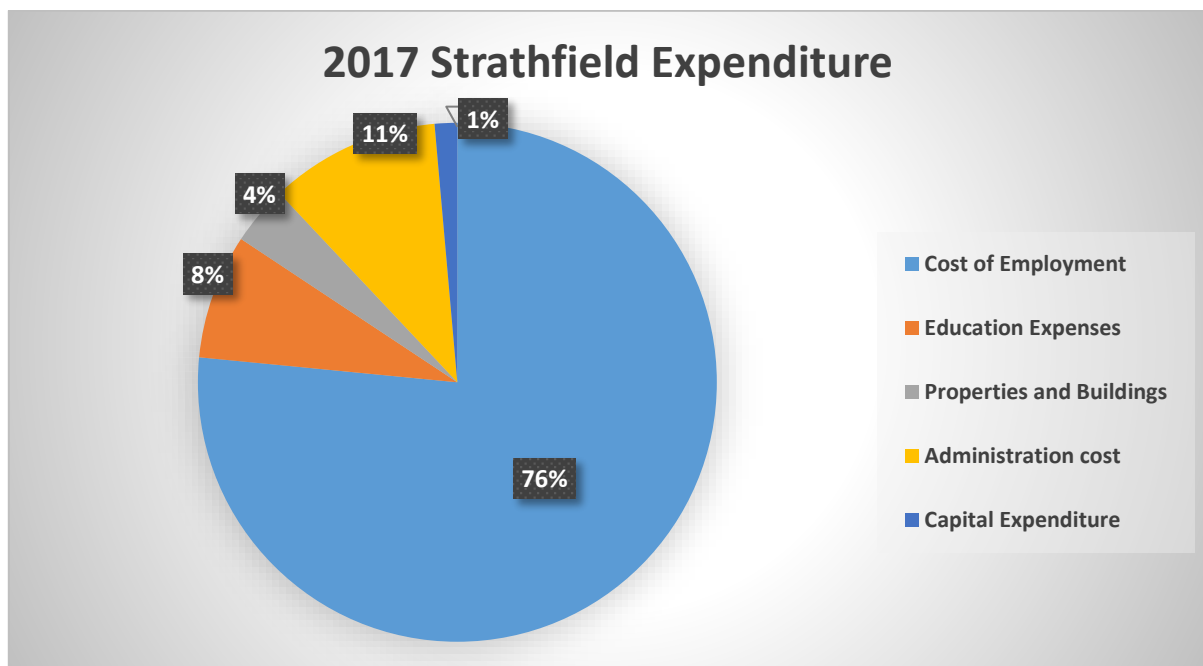
AIA ensures that any new funding will be allocated to advance the education of special need students and promote their learning.

At the end of 2016 AIA Board of Trustees purchased the new school located at 183-191 Caroline Springs to move students from a leased property at 5 Stevenson Crescent Caroline Springs to its owned premises. The new school has many facilities that will help to improve student's outcomes.

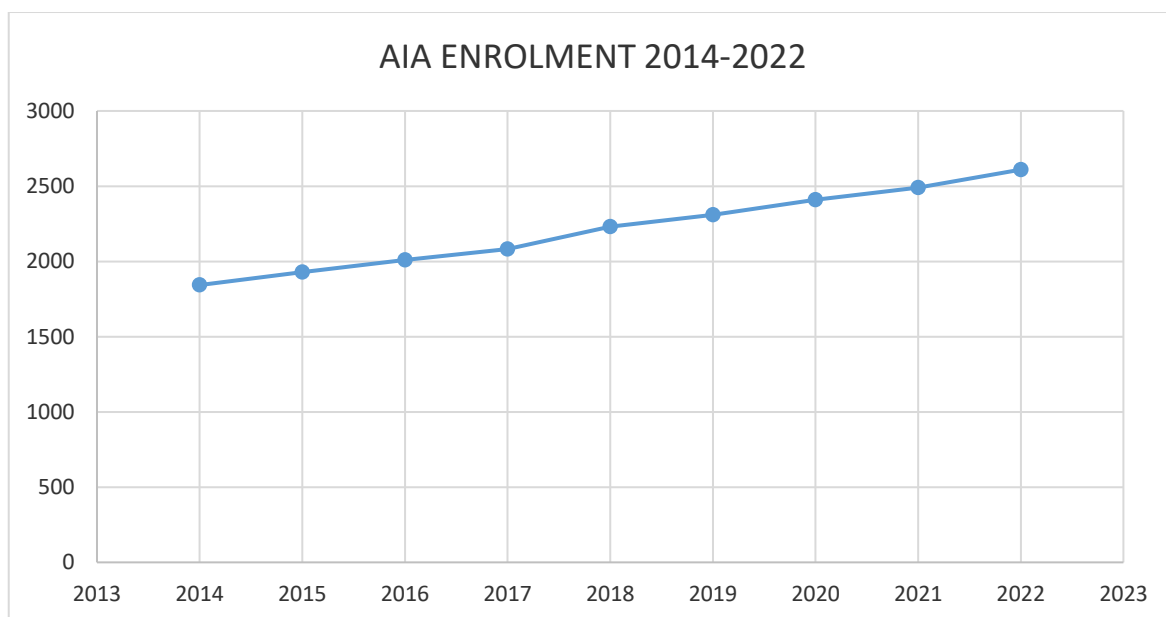
The graph below explains major funding received in 2017



The record of expenditure during 2017 school year has been demonstrated in the graph below:



AIA enrolment is showing the growth of students' intake. AIA is looking forward to accommodating the community's needs for education nationally and internationally





The End!