



AUSTRALIAN INTERNATIONAL ACADEMY

Annual Report

Strathfield Campus



Advancement
Determination
Faith



AIA Vision Statement

The Academy Vision is to have graduates who are well prepared and self motivated to advance Australia and to participate effectively as **world citizens**.

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

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REPORTING AREA 1: A MESSAGE FROM KEY SCHOOL BOODIES ACAMDAY HEAD MR SALAH SALMAN AM



Dear Parents, Guardians, Staff and Students,

Alhamdulillah, 2014 has witnessed the opening of the second stage of the Kellyville Campus building which includes additional classrooms, science laboratory, lift, a hall, offices etc. The Kellyville Campus now has 22 classrooms and is operating as a Primary/ Secondary school, following the NSW BOS curriculum as well as the International Baccalaureate PYP and MYP Programmes, similar to all AIA campuses. Kellyville Campus has been granted a Candidacy Status by IBO for both IB Primary Years Programme and IB Middle Years Programme as from September 2014. The School is progressing very well and the number of students is increasing steadily, and that is due to the tremendous support of our parent community and our dedicated and committed staff and leadership.

The year 2014 marks the Academy's 31 years of operation. Being the first Islamic day school established in Australia and funded by both Federal and State Governments, the Academy has gone through many challenges throughout its journey. However our successes and achievements are far greater and brighter than our misfortunes. The small school which started in 1983 with 63 students in burnt down buildings at 653 Sydney road, Coburg, has become a multi-campus Academy with six campuses nationally and internationally. On this occasion, I would like to congratulate our community; students, parents and friends for their support, perseverance and on their great achievements.

Alhamdulillah, 2014 has also witnessed the addition of another Campus to AIA at Caroline Springs, Victoria. The School buildings are well designed and established to accommodate two streams of Primary & Secondary students up to Year 10. The Science laboratory has been built throughout the year and will be ready before the end of 2014. **The Caroline Springs Campus** will follow the I.B. Programmes and the Australian National Curriculum similar to all AIA campuses. The School commenced with 95 students and is progressing very well and the number of students is increasing steadily, and that is due to the great support of our parent community.

The Australian School of Abu Dhabi is progressing steadily every year. Its population has exceeded the eleven hundred mark and all levels from KG one up to Grade four are of five streams and dozens of students are on waiting lists. ASAD is a full I. B School for Primary (PYP), Middle Years (MYP) to the Diploma Years (DP).

Year 12 Results: Last Year Yr 12 graduates were exceptional again at both Sydney Strathfield Campus and Melbourne Campus. At Sydney Strathfield Campus, the highest Year 12 Score was 99.25 and 38% of Year 12 graduates scored above 90 ATAR. At Melbourne Senior Campus, 11 graduates scored above 91 ATAR, including three students who scored 98.05 ATAR. The School Mean ATAR was 76.8 in comparison with the State Mean of 64.35.

NAPLAN Results: The National Testing results NAPLAN, confirmed the Academy's steady progress in many areas. Students at Sydney Strathfield Campus were above the State average in Writing, Spelling, Grammar & Punctuation (Yr 7). In other areas there were positive indications of marked improvements.

Students in Years 7 and 9 at Melbourne Campus were above the State Levels in many areas. Years 3 & 5 students at Coburg Campus, were at or above the State & National levels in Writing, Spelling, Numeracy, and Grammar. Also, the growth rate at Melbourne in most areas over the two-year span were quite good.

Buildings & Physical Development:

KK Coburg Campus: The new Main Entrance, Administration Car Park, and the pedestrian walkway to the Office which are controlled by electronic gates at Roger Street Coburg, have been completed and in operation.

AIA Strathfield Campus: The work on the Development Application, the portable classroom, and the staff car park at Strathfield Campus have been completed. The work on the playgrounds and the grass areas are underway and we hope all work to be completed before the start of 2015 school year.

Mr. Salah Salman AM

REPORTING AREA 1: A MESSAGE FROM SCHOOL'S CHARMAN JUSTIN BRWON

Dear Parents, Guardians, Staff and Students,

On behalf of the Academy Board I offer greetings to staff and parents and a special welcome to those families who have joined AIA in 2014.

This year we welcome new members to the board including Mr Tarek Elsayi (re elected) Adel Salman, Ms Gafiah Dickinson and two new parent representatives Ms Melinda Baarini and Iman Mojaled. I look forward to their contributions on the Board and service to the school community.

We farewell outgoing Board members Mr Nadeem Hussain, Mr Abdurahman Asaroglu and Dr Amjad Hussain. On behalf of the Board, I would like to express my gratitude for their input and service to the Board and to the school. In particular, I wish to draw attention to the longstanding service of Dr Amjad Hussein who has served the board in several roles, including treasurer and immediate past Chairman. I am particularly grateful for his advice and guidance over the past two years.

AIA campus developments included expansion of the new Kellyville campus in Sydney and the establishment of a third Melbourne campus in Caroline Springs. The Caroline Springs Campus is under the leadership of Mr Kenan Erdal.

The role of the Board is to oversee the management and administration of the AIA Campuses in accordance with Commonwealth and State government guidelines.

The Board also supports the development of a broad Islamic and general education to nurture students to become proud Australian citizens who will participate positively in a harmonious and safe society as Australia. The role of Board members first and foremost is to act in the interests of the School as a whole, not to represent and promote the interests of particular groups. Board members are also expected to maintain confidentiality in respect to Board matters and discussions.

Inshallah, the Board will continue to operate in this way in the coming year for the benefit of the Academy as a whole.

On behalf of the Board, I wish the school community a safe and relaxing end of year break and look forward to a successful year in 2015, Bi-idnillah.

Wasalam

Dr Justin Brown

REPORTING AREA 1: MESSAGE FROM HEAD OF CAMPUS; MRS MAFFAZ AL SAFI

Perseverance & Resilience We Invest in Our Students' Education to Learn & Grow

Dear Parents, Guardians, Staff and Students,

Here at the Australian International Academy (AIA) we often converse with our students about the importance of perseverance as well as resilience. Other topics that affect young people's aptitude at school are also discussed, such as a healthy diet and lifestyle, developing good study habits and peak performance times.

Staff at AIA strive to provide students with not only academic guidance and support but life skills to well equip them to deal with any challenges that they may face throughout their school life and beyond. It is our responsibility to provide comprehensive pastoral care approaches to develop students' own positive mindsets.

Students are often reminded that substance and depth are some of the qualities that are highly valued and beneficial not only for themselves but for the wider community as well. It is important for students to come to the realisation that a day empty of any real accomplishments, big or small, contributes nothing to one's intellectual, personal, physical or mental development and therefore is a waste. It is reality, to acknowledge that there may be some days that are just 'nice' without any progress but surely not all days! We don't live our lives and hope for 'nice' days only. Students are trained to strive for a lot more, challenging them beyond their comfort zone to learn and develop and to become successful human beings in whatever endeavour they will choose.

Yes, this may sometimes involve undertaking activities which are seemingly not 'nice', difficult and laborious, but it is these activities that force students to extend themselves in areas where they would not naturally choose for themselves. For example, students need to undertake and succeed in subjects such as Mathematics which may initially be quite challenging. This will train students to mentally adopt essential skills such as critical and analytical thinking and problem solving.

Student's Community and Service experience is an essential program that students take part in to test their resolve and survival mechanism as well as dealing and caring for others. It also helps them to apply themselves while gaining valuable life lessons.

Rather than students having a narrow minded approach to the world, which is transient in nature and their belief that life has endless pleasures, Community and Service activities allow them to imagine their life way beyond school. It is known that adults, upon reflection and due to many life experiences develop a realisation that a life of uninterrupted pleasures is neither sustainable, nor possible, nor helpful for character development or society as a whole. Teachers and parents must work together to help our students understand this reality now. Despite this, it's not that we want our young people to be unhappy, but rather we want them to be fulfilled, resilient, of robust character and be able to contribute to society as strong emerging adults, not fixated teenagers in adult bodies.

One important step is to help students understand this reality and to restrict parents' immediate instinct towards intervention and protection when their children are in a difficult situation. This intervention not only teaches them to be passive and lost in any difficult situations (in most cases as a result of their own doings) but it also limits their ability to learn from their mistakes and to problem-solve their way out of a situation. As adults we can attest to the fact that life is full of trials and adversities, and the same will be for our children. The question is, have we trained and equipped them with the right skills to overcome life's difficulties?

As a result of a good balance, contentment can be realised and achieved. Contentment is a much more robust concept than happiness as it is not dependent on emotions, or even circumstances or a moment, but on a strong sense of self, and of purpose and meaning, which sustains one through adversity.

We focus on encouraging our students to have the virtues of patience, perseverance and to recognise signs of procrastination and avoid it. It is a lot of hard-work for both parties; the school and students to achieve these goals. Like anything in life sometimes, the medicine may be bitter but the patient needs it, therefore, no pain no gain.

Every successful member in any society has acquired these attributes in order to be an achiever. This is clearly demonstrated in the life of our beloved Prophet (saw) in the Seerah and mentioned numerous times in the Quran. Planting the seeds of persistence, resilience and perseverance in our students is a privilege and a challenge we proudly accept.

Mrs. Maffaz Al Safi

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

Dear Parents, Guardians, Staff and Students,

School is the mother that always celebrates the success of education.

Education is a very important aspect of life and it is the right of every human being on earth.

Education is the basic right as well as the starting point for achieving human rights and the universal goals for progress. It is also the main key to increase the life opportunities of people in the society and enabling them to accomplish their full potential.

Education gives remarkable power. It empowers people to use their rights. It helps build wealthy nations and communities. It also allows individuals to be happier and healthier.

Through my journey with education I have witnessed the power of education in people lives; how it leads to independence, builds self-confidence, protects against violent behavior, and opens the door to engagement in communal, economic, and political decision-making.

Education is one of the greatest areas of importance in our life because it represents knowledge that we will provide to the next generations. I believe education as an instrument can change lives anywhere and at anytime. If we educate our children, we win a generation.

Literacy and numeracy are more than just skills; they offer our students the first move they need to state themselves and to contribute in society. By encouraging knowledge and education, we are building the foundation of stronger communities.

Education is more than reading, writing, and calculating. Education has the power to make the world a better place.

Dr Nahla El Ghazawi

REPORTING AREA 2: Contextual Information about the School

Governance

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

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

Members of the Board of Trustees :

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

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

The Academy Board meets on a monthly basis

Corporate Structure

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

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

Strathfield Campus



REPORTING AREA 2: AUSTRALIAN INTERNATIONAL ACADEMY About the Academy

ABOUT THE ACADEMY: School Context

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 2014 number 396 (K-6, 208 students; 7 to 12, 188 students). School numbers have been increasing steadily over the past five years and we have long waiting lists, however limited physical space.

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.

Values Education

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

As the year started the Birth of the Prophet Muhammad celebration took place in Term 1. Each year level did different activities in class with year 10 preparing a role play.

In Term 1 with the efforts of a team of teachers from Melbourne and Sydney the successful Umra13 Trip was accomplished. The whole school experienced and enjoyed the feel of it from its planning to return. Students from AIA Sydney and Melbourne lived Islamic values fully during the course of the whole trip. All joyfully practiced care and compassion, doing your best, a fair go, freedom, honesty and trustworthiness, integrity, respect, responsibility and understanding tolerance and inclusion throughout the two weeks. All of these feelings were collectively experienced with Abu Dhabi AIA students on many occasions too. The students share valuable memories of a life-changing experience and others, who could not be part of this blessed journey, are looking forward to their opportunity.

In Term 2 the head of Islamic Sciences and Research Academy (ISRA) Dr. Mehmet Ozalp was invited to give an inspirational talk on how he, as an Australian Muslim, came to the point where he became coordinator and manager for ISRA. Students enjoyed listening to him and asked many questions. He highlighted how he established Affinity and helped establish Auburn Mosque Visitor Services then moved on to ISRA.

In Semester 1 Weekly Khutbas/Sermons were conducted to the whole school addressing specifically selected topics.

In senior and junior assemblies students were addressed about promoting 10 values, explaining the significance of them.

Students were organized to help each other in this semester in conjunction with the CAS program. Year 11 and 12 students helped year 7 students in organization skills and in homework support on Tuesdays and Wednesdays during lunch times.

An excursion was organized for year 9 to Auburn Wash House and then to Auburn Gallipoli Mosque and Rookwood Cemetery.

Student and staff support on values advisory sessions based on personal requests are an ongoing process. Individual ongoing spiritual sessions for students during recesses and lunch times are a significant part of Chaplaincy and values education.

Students always enjoy seeking the holistic support of the Chaplaincy office. So many issues dealt have been dealt with and so many smiles placed on students' faces. Sharing the special gift of Allah SWT among each other that is a "smiling face" is one of the most rewarding and satisfying feelings that I can advocate to all, along with you the readers of these lines.

May Allah never remove the smiles from our faces. May He allow us to be able to do activities where we can keep it forever. Grant us to transfer that positive energy to all around and be the hub of joy and righteousness.

Dr Abdurrahman Asaroglu
Strathfield Campus Chaplain

STUDENT WELFARE

Throughout all levels of the school students are encouraged to participate in a wide variety of programmes that enhance their well being, self confidence and independence. All teachers take a special interest in student welfare and are dedicated to providing them with care and support. Form teachers level coordinators, religious education staff and counselors provide guidance and counseling to assist students personal growth and academic progress.

Co Curricular Programme

AIA provides a wide range of co curricular activities that extend and complement the core curriculum, enrich their lives, and develop their skills. Such activities include interfaith gatherings, environmental projects, sport, debating, oration, competitions, school productions and publications, leadership training, chess club & Model United Nations. Creativity in the art department has made a big impact on our students during the 2014 academic year. As students organized abstract textured art work forum as well as a portfolio exhibition for year 7 and 8. Community and Services triumphed on many activities such as: Biggest morning tea, Year 7 buddying with Year 5 & 6 to enhance their Literacy and assist them in art, Clean-up Australia day, Close the gap day, Culture diversity week, Reconciliation week, Heart week, R U O K Day, Tree planting day, Healthy eating habits week, History week activity including ANZAC day, Election simulating with a ballot, Personal Project exhibition, Sport Days, Science week, debate, Interfaith activities with different schools to Auburn Mosque promoting Peace, Anasheed concert, Crunch and Sip Program, drama, National Sorry Day, Girls guide, Harmony week, International dot day, swimming, Ned show, Mother tongue day, Literacy week and World Maths day. Different excursions through out the year had taken place to different avenues such as: Museum, Parks, Parliament house in Canberra , Five functions of Iftars for Ramadan, Recycling, Body image for boys and Senior girls attending Breakfast to celebrate Women National Day

Clean-up Australia Day



REPORTING AREA 3

STUDENT OUTCOMES IN STATE WIDE TESTS AND EXAMINATIONS

SENIOR SECONDARY OUTCOMES

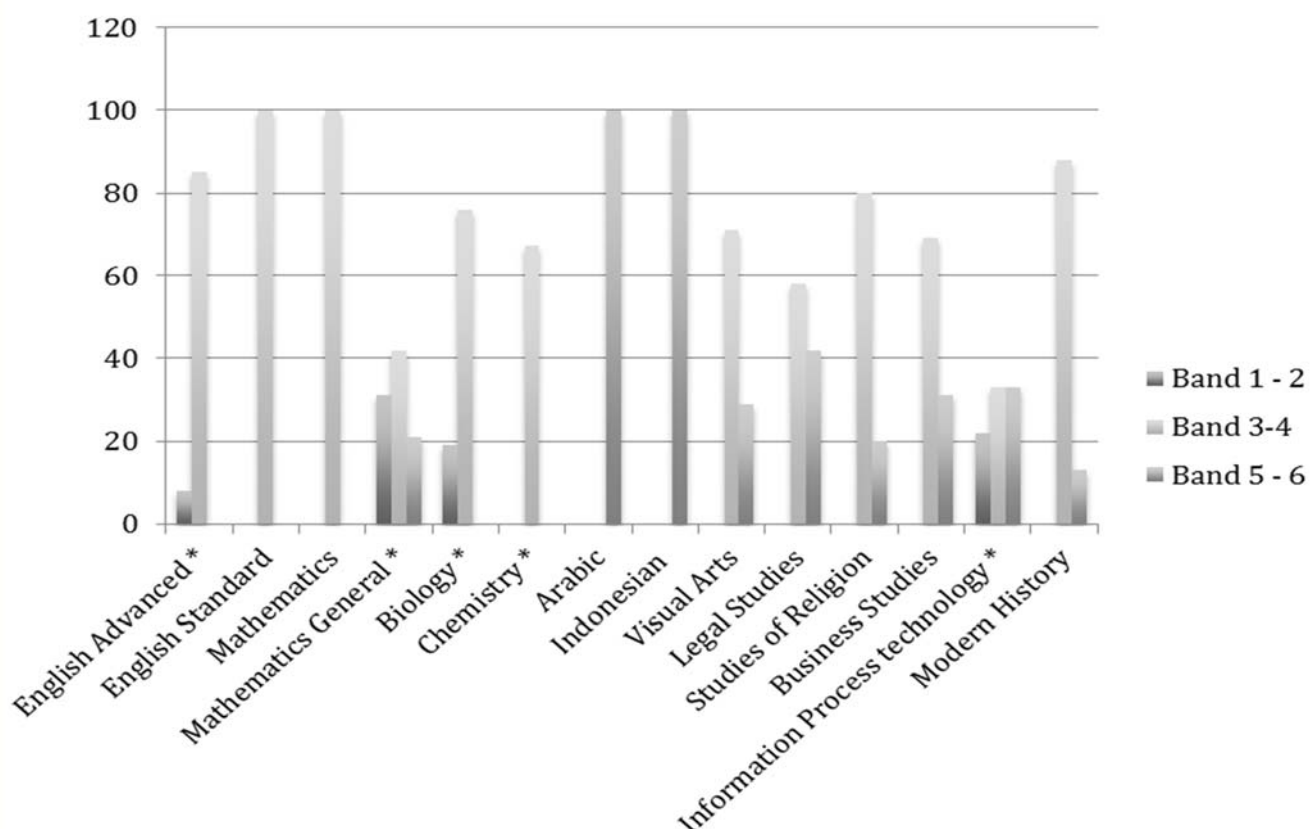
HIGHER SCHOOL CERTIFICATE AND INTERNATIONAL BACCALAUREATE DIPLOMA RESULTS 2014

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

2014 HSC Results - % AIA compared to State

Subject	AIA	STATE	AIA	STATE	AIA	STATE
	Band 1 - 2	Band 1 - 2	Band 3-4	Band 3-4	Band 5 - 6	Band 5 - 6
English Advanced *	8	1	85	40	0	60
English Standard	0	14	100	77	0	8
Mathematics	0	8	100	38	0	54
Mathematics General *	31	24	42	50	21	25
Biology *	19	14	76	57	0	29
Chemistry *	0	8	67	46	0	46
Arabic	0	11	0	33	100	57
Indonesian	0	0	0	36	100	64
Visual Arts	0	3	71	48	29	49
Legal Studies	0	15	58	44	42	40
Studies of Religion	0	10	80	46	20	44
Business Studies	0	12	69	51	31	37
Information Process technology *	22	11	33	59	33	28
Modern History	0	10	88	47	13	43

2014 HSC BAND DISTRIBUTION



HSC Results 2012 to 2014

2012 – 14 students

Band	Total
6	1
5	24
4	21
3	13
2	6
1	2

2014 – 27 students

Band	Total
6	0
5	23
4	61
3	29
2	9
1	4

2013 – 4 students

Band	Total
6	4
5	4
4	8
3	2
2	0
1	0

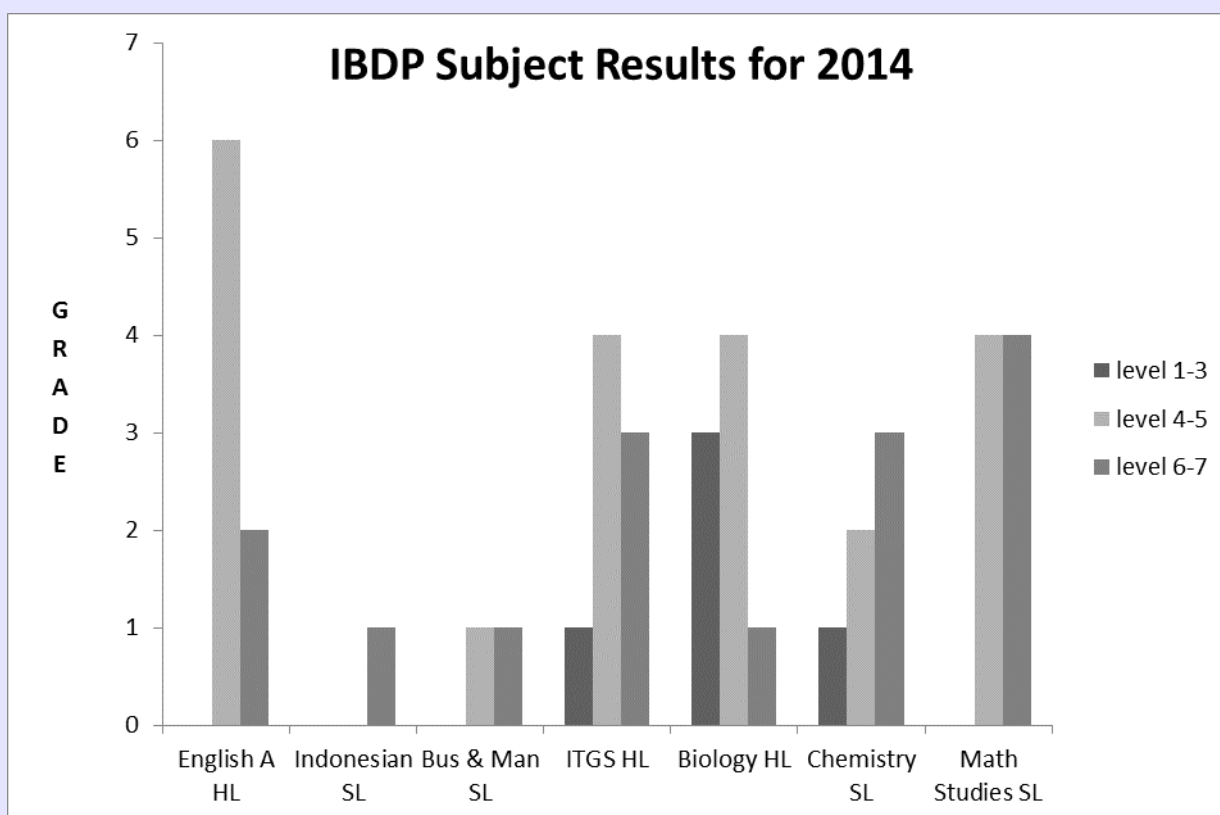
2014 International Baccalaureate (IB) Results

The information below shows the students' results out of 7 in the IB subjects. We had 8 students complete the IBDP course in 2014.

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

subject	level 1-3	level 4-5	level 6-7	average school grade	average world-wide grade
English A HL	0	6	2	4.88	5.26
Indonesian SL	0	0	1	6	5.28
Bus & Man SL	0	1	1	5.5	4.91
ITGS HL	1	4	3	5.13	4.58
Biology HL	3	4	1	4.13	4.81
Chemistry SL	1	2	3	5	4.67
Math Studies SL	0	4	4	5.75	4.37

The average points obtained by students who passed the diploma out of 45 was: 34



The highest diploma points awarded to a candidate was 41

The average grade obtained by the school by candidates who passed the diploma was 5.22

Congratulation to all students and to the school dux
EMAN SAYED for an ATAR of 96.8 in IB Diploma

Summary of NAPLAN Outcomes for 2014

Growth Rate for Reading

Year	State	AIS	AIA
Year 5	78.4	77.1	81.6
Year 7	49.1	48.3	66.9
Year 9	39	39.1	64.3

Growth Rate for Writing

Year	State	AIS	AIA
Year 5	49.7	50.6	46.6
Year 7	26.8	33.8	29.6
Year 9	27.1	35.8	40.8

Growth Rate for Spelling

Year	State	AIS	AIA
Year 5	79.4	74.8	77.0
Year 7	45.3	46.0	42.4
Year 9	34.7	36.4	32.0

Growth Rate for Grammar and Punctuation

Year	State	AIS	AIA
Year 5	78.2	76.0	107.0
Year 7	45.8	44.9	31.7
Year 9	25.1	26.5	29.7

Growth Rate for Numeracy

Year	State	AIS	AIA
Year 5	88.7	87.0	84.2
Year 7	53.1	56.9	60.5
Year 9	50.1	51.1	79.1

Higher School Certificate Results (HSC) – 2014

The retention rate of students staying from year 10 2012 to that remaining in year 12 2014 is 70%.
Year 12 attaining a certificate / VET qualification :

Year 12	Qualification/Certificate	Percentage of Students
2014	HSC	100%
2014	VET qualification	0%

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

The retention rate has increased significantly in 2014.

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

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

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

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

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

The grades given are from A to E, where the E level does not indicate a failure. The lowest level - E grade, indicates that the student has completed all the course requirements but at an elementary level. School is responsible for awarding each student a grade (A, B, C, D, or E) to summarise the student's achievement in any 100 hour or 200 hour course completed in Stage 5 and HSC preliminary course. The grade awarded is reported on the student's record of school achievement and is based on the course performance descriptor.

Some of the key elements of the RoSA are:

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

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

Allocation of grades

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

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

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

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

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

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

The general performance descriptors describe performance at each of five grade levels:

- 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, WORKFORCE COMPOSITION

Teacher qualifications

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

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

- One of our Academy's areas to improve our reform is **Quality Teaching**, which determined many factors and targets for 2014. The Academy has been involving staff in professional learning and development in various areas of curriculum, management and leadership.
- A two-hour PD block often every week where guest speakers and professionals share their expertise, knowledge and ideas with staff. Often, different member of the Academy staff present to share with their colleagues any beneficial 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 of work .

In 2014 all teaching and non-teaching staff participated in professional learning activities provided by either internal or external providers (locally, interstate and internationally) as well as weekly on campus workshops. In addition, all staff participated in a large number of in-house Professional Development on Tuesday afternoons when students are dismissed early. These PD sessions were largely subject based and concentrated on developing curriculum and programmes and developing teaching skills and pedagogies.

Student Management and Welfare, e-Library World Book, Lexile/Literacy Pro Reading Programme, CARS and STARS programme, First Aide, Differentiation in Teaching, Creativity in Teaching, Critical Thinking Embedded in Teaching Methodology, Interdisciplinary Instruction, Student Portfolio Assessment, Literacy, Numeracy, Higher School Certificate and School Certificate marking and assessment, Leadership and Management, SMART Data training, Peer Support, Theory of Knowledge, Careers Counselling, Assessment and Reporting, Kids-matter, Mind-Matters, Approaches to Learning, Thinking Curriculum, Graphic Organisers, Turnit-in, Science, Information & Communication Technologies, e-learning, Literacy Circles, Art/ Technologies/Sport, Mark Book Reporting, Values Education, In addition, staff participated in internal and external training workshops and conferences for the International Baccalaureate Diploma Programme and the Middle Years Programme (IB DP & IB MYP,) etc.

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 / Board of Studies Teaching & Educational Standards NSW.

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 2014 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	39
ii Having qualifications as a graduate from a higher education institutions within Australia or one recognized within (AEI-NOOSR) gridlines but lacking formal teacher education qualifications, or	5
iii Not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

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.

2014 University Entry

We had 27 students sit for the HSC and 8 sit for the IB in 2014. 100% of the 2014 HSC and IB students had commenced tertiary courses at the start of 2015. The courses taken included : Bachelor of Medical Science, Bachelor of Business / Law, Bachelor of Nursing, Bachelor of Psychology, Bachelor of Science, , Bachelor of Engineering, Bachelor of Finance/ Accounting, Liberal Arts and Science, Bachelor of Architecture, Bachelor of Arts, Bachelor of Communication, Bachelor of International Studies, Bachelor of Business and Commerce, Bachelor of Social Work, Bachelor of Social Science, Bachelor of Information& Technology/ Laws, Bachelor of Science, Bachelor of Education, Bachelor of Animation, Bachelor of Traditional Chinese medicine ,Bachelor of Design Landscape, etc

REPORTING AREA 9

STUDENT ATTENDANCE AND MANAGEMENT OF NON ATTENDANCE

ATTENDANCE POLICY

Rationale:

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

Aims:

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

Implementation:

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

Absenteeism contributes significantly to student failure at school.

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

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

A staff member will be responsible for monitoring and investigating student absences. Parents of students who are to be absent are required to telephone the school before 9:00am to report the absence.

The absence is then to be confirmed in writing by a note from parents.

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

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

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

Students who aggregate more than 4 inadequately explained absences within a term, should have their parents contacted by the Level Coordinator requesting documentation on the students absence.

Senior students (years 10 – 12) are not to exceed the Academy policy regarding absences, i.e. maximum 5 days per semester. If the parent refuses to supply any documentation, more than 4 unexplained absences a term will affect the students enrolment. No more student allowances.

Ongoing unexplained absences, or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. The student will also be interviewed to ensure that there are no duty 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 students individual file.

The principal will ensure all student absences and lateness are recorded each period by teachers, and reported on the students Mark-book report. This record is to be handed to the front office at the end of each term. Student attendance and absence figures will appear on student half year and end of year reports.

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

Evaluation:

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

Attendance Rate

	2012	2013	2014
Year Level	Attendance Rate	Attendance Rate	Attendance Rate
Primary (K - 6)	96.2%	97.1%	94.7%
Secondary (7-12)	96.6%	96.5%	92.9%

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%
2013—2014	70%

POST SCHOOL DESTINATIONS

We had 27 students sit for the HSC and 8 sit for the IB in 2014. 100% of the 2014 HSC and IB students had commenced tertiary courses at the start of 2015. 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

	2012	2013	2014
Year Level	Attendance Rate	Attendance Rate	Attendance Rate
Kinder	94.9%	97.6%	95.02%
year 1	96.1%	96.4%	94.16%
year 2	96.8%	96.4%	94.71%
year 3	96.5%	96.9%	95.32%
year 4	95.7%	96.8%	95.66%
year 5	97.1%	95%	94.91%
year 6	96.8%	96.0%	93.52%
year 7	97.9%	96.3%	92.73%
year 8	97%	97.3%	93.57%
year 9	96.3%	95.6%	90.48%
year 10	96.0%	97.0%	90.34%
year 11	96.6%	96.3%	95.5%
year 12	91.1%	92.8%	94.8%

INTRODUCTION

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

FUNDAMENTAL PRINCIPLES

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

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

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

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

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

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

GUIDELINES

- The Registration fee is not refundable whether or not the student succeeds in being awarded a place (see Registration Policy).
- All enrolments are approved by the Head of the Academy or his delegate following a process that leads to a recommendation.
- Prep/kindergarten places are determined on the same evaluative basis as places at all other year levels and not solely on sibling status or date of registration.
- New Students are not accepted into year 12, and new enrolment for year 11 depends on exceptional academic potential evident from past academic history.
- In years 1 – 10, all students on the Registration Waiting List are considered for any place that comes vacant.
- The evaluative process allows all students on the Registration Waiting List equal opportunity for selection. Decisions made at the end of the process are final and are not subject to appeal.

THE EVALUATION PROCESS

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

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

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

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

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

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

OFFER OF PLACES

After finalisation of enrolment and payments made, the fees paid will not be refunded. Should the applicant change their mind and wishes to cancel the enrolment. Charges and levies may be refunded, but tuition fees are not refundable.

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

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

PREREQUISITES FOR CONTINUING ENROLMENT

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

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

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

change will not be promoted.

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

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

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

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

STUDENT REPRESENTATIVE COUNCIL

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

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

The SRC organize various projects throughout the year which include the production of an annual college magazine, fundraising- for different charities, leadership workshops, interschool sports etc. 2013 brought along a whole new dimension to our Student Representative Council (SRC) with the expansion of our roles and responsibilities and the creativity and enthusiasm of our members.

SRC Students from Years 6-9, alongside the Captaincy Team (Year 10-12) initiated many activities throughout the year. Prior to commencing their duties, the SRC participated in a workshop, which helped them develop skills required for leadership, responsibility and communication. The SRC have the responsibility of helping their year level participate in Community and Service activities, and many activities and duties around the school. The SRC and Captaincy Team have also had the opportunity to deliver important presentations and highlights of events during formal assemblies, in order to improve their public speaking skills. The SRC and Captaincy

Team focused on 2 major events per term as well as raised awareness of many current events and issues throughout the year. They organised and engaged students in activities such as Celebrations for International Mother Language Day, Clean up Australia Day, Harmony Day and Neighbours Day. They also led a campaign to promote the importance of health and deal with issues related to well being. 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.

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

STUDENT WELFARE AND DISCIPLINE

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

GUIDELINES:

A student welfare committee will coordinate school welfare procedures.

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

Students will develop positive social behaviours and problem solving skills.

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

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

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

IMPLEMENTATION

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

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

ANTI-BULLYING AND HARASSMENT POLICY

Rationale

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

Suggested guidelines for intervening

- ◆ Intervene immediately and inform students that bullying and harassment will not be tolerated.
- ◆ Report the incident(s) to the year level coordinator by completing a Bullying/Harassment Report Form. (Refer to Appendix 1). The year level coordinator to talk to bully and target separately. If more than one bully is involved, talk to each separately, in quick succession
- ◆ Expect the bully(ies) to minimise and deny their actions. Refer to school rules and anti-bullying/harassment policy in telling the bully(ies) why their behaviour is unacceptable. Tell them what behaviour you expect of them. Inform the bully(ies) of sanctions which will be imposed.
- ◆ Reassure the target that steps are taken to prevent a recurrence of the situation.
- ◆ Notify parents of the incident(s), preferably on the same day and follow up with an interview if it is deemed necessary (involve parents in implementation of an action plan).
- ◆ USE "METHOD of SHARED CONCERN" to help resolve the situation (Refer to Appendix 2)
- ◆ Monitor behaviour of the bully(ies) and safety of the target.
- ◆ Regularly provide feedback to parents and other teachers until the situation is clearly resolved.
- ◆ For the target, involve them in groups and situations where they can make appropriate friends, develop social skills, develop assertiveness skills, etc...
- ◆ For the bully(ies), provide re-education (tolerance, anger management, social skills development) and application of appropriate sanctions – removal of privileges, detentions, etc...
- ◆ If bully(ies) will not change the behaviour despite all efforts, they and not the target should be removed from class or school. (This will send a clear message to all students and sets the tone for the future).

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

DISCIPLINE POLICY

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

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

In summary:

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

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

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

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

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

The Academy has a Complaints and Appeals policy that sets out the procedures that ought to be followed if a Student or parent feels they have a complaint or grievance which needs to be addressed. Every attempt will be made to resolve the issues surrounding the complaint /grievance within the school, but if that proves not to be possible, to be fair to all parties involved in any incident or issue that might have led to the grievance, the procedures established enables all parties to the grievance to put their points of view to independent and uninvolved arbiters in a fair and objective forum at minimal or no cost. (please see Grievance Policy)

POLICIES FOR COMPLAINTS AND GRIEVANCES

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

These processes incorporate principles of procedural fairness.

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

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

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

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

REPORTING AREA 14

SCHOOL DETERMINED IMPROVEMENT TARGETS

In 2014, 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, 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. Increased number of students achieving in the two higher bands in Reading in Years 3,5,7 and 9
2. Decreased percentage of students in Year 7 performing at or below National Minimum Standard
3. Consistent improvement in NAPLAN data in literacy particularly, the Reading strand
4. Increased rate of borrowing books from the library amongst students in K – Yr 9
5. Increased High School participation in Premier Reading Challenge and Lexile

TEACHER QUALITY

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

STUDENT ENGAGEMENT

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

COMMUNITY ENGAGEMENT

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

STAFF APPRAISAL

Staff appraisal is a process which should be seen as a professional teamwork exercise to improve performance. Very clear Guidelines For Assessors and candidates were introduced and clearly communicated to the staff. The Appraisal was based on: Fairness & Trustworthiness and Confidentiality.

Appraisal findings should be based only on evidence as explained and final report should include recommendations of the mechanism to progress further.

Professional Developments & 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 are 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.

REPORTING AREA 15

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

Students have participated in a number of interschool / interfaith programmes with students from other schools (independent, state, Catholic and Jewish schools) where they jointly attended classes and cultural activities which allowed them to get to know each other as Australians from a wide variety of cultural backgrounds and beliefs. The program has greatly assisted in promoting respect for the individual and the rights of others. Community & Services is an integral part of the Academy. All students are expected to continuously update their CAS booklets with the reflection correctly completed throughout the course of the year.

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

The following are some of the initiatives undertaken at the Academy throughout 2013 promoting respect and responsibility:

- Through Community and Service involvement students work with the community in nursing homes, children's hospital, disabled homes, charity organisations etc;
- Mobile Phone training for the Elderly which involved our year 11 students training the elderly in using mobile phones; 2014 has been the fourth year in the programme and has been very successful.
- The Academy's Islamic values of respect for human dignity, service to others and responsibility are promoted explicitly in Fridays' religious sermons and in our daily prayers;
- Leadership Training courses and activities for students; National Anthem is sung at our weekly assemblies; Middle School students organising a Neighbours Morning Tea.
- Students participated in numerous environmental projects promoting respect and care for our environment; Weekly School Assemblies with many opportunities to raise awareness of issues related to respect and responsibility in the school, local and international community; Students' involvement in ANZAC Day memorial service and the laying of wreaths; Year 8 students assisting in Year 7 induction and transition programme;
- Pastoral care camp for Year 7; Year 9 sports Camp, Year 10 spiritual journey to Mecca (Umra); Interschool, interfaith and sports program
- Promoting the IB Learner Profile and IB Attitudes which emphasise respect and responsibility; Activities with school Liaison Police Officer and Youth Liaison Officer to promote safe behaviour and respect SRC in the Junior, Middle and Senior School play a vital role in promoting harmony and student involvement in service and school activities which foster care, compassion and responsible behaviour;
- Involvement in Peer Support Programmes as a whole school; Crunch and Sip, Dots Day, Harmony Week, Morning Quran Club, Maths Club, After school Sports, Ramadan Reading Challenge, Arabic home reading, Walk Safely to School, Genes for Jeans Day, Daffodil Day, Ms Readthon Day, Clean-up Australia Day, Plant a Tree Day, Traditional Song, Food Revolutions Day, Character Parade, Buddy Reading, Peer Support, Story Telling Day, Too Many Elephant in the House (Library Activity), Pastoral Care Programmes, International Women's Day activities promoting and celebrating women's achievements

REPORTING AREA 16

PARENT, STUDENT, TEACHER SATISFACTION

A series of formal and informal surveys were conducted amongst students, staff and parents at various times throughout the year.

Furthermore, a series of parents, staff and student 2014 feedback was very good and a healthy channel of communications seeking insight of all parties were very pleasant.

All these information to ensure that the future planning has accommodated all the suggestions and the recommendations. It is very pleasant to acknowledge that satisfaction has taken place which included few extremely positive improvements in parent, staff and student satisfaction rates of responses.

Based on staff surveys conducted, students' questionnaire regarding their contribution to the learning process as well as their teachers' contributions, and parents comments and feedback, it is evident that there is a high level of confidence in and satisfaction with school administration, with the teaching and learning and with the way things are progressing.

The main focus of our data collections were 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.

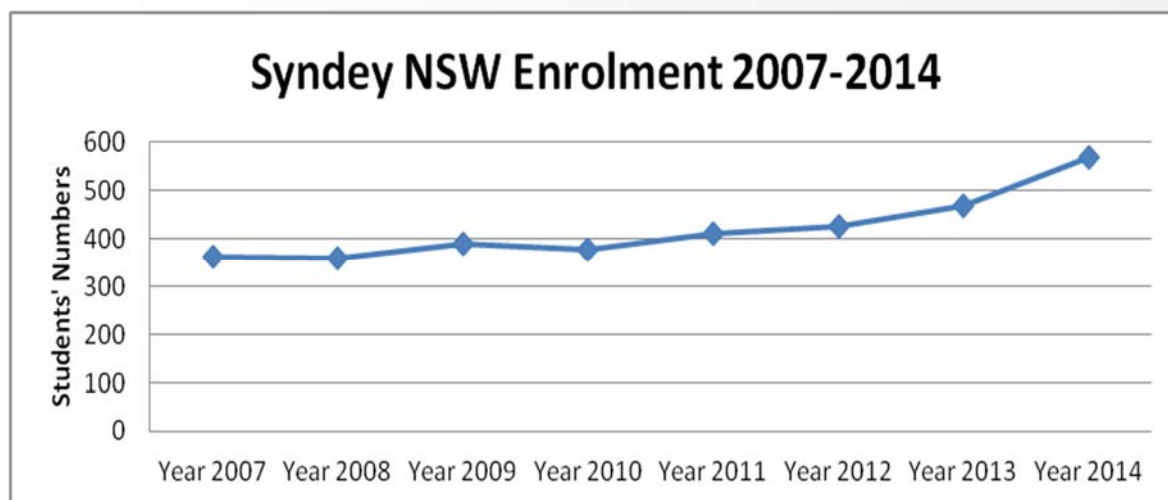
Parents are regularly informed of the attendance policy during information nights.

Office staff are in regular contact with parents after absences.

REPORTING AREA 16

PARENT, STUDENT, TEACHER SATISFACTION

On behalf of AIA, I want to sincerely thank General Staff for their continued loyalty and support throughout the last year. AIA staff is constantly showing an outstanding approach when dealing with parents, students, and the Community as whole. AIA Staff is, and always will be, our greatest asset.





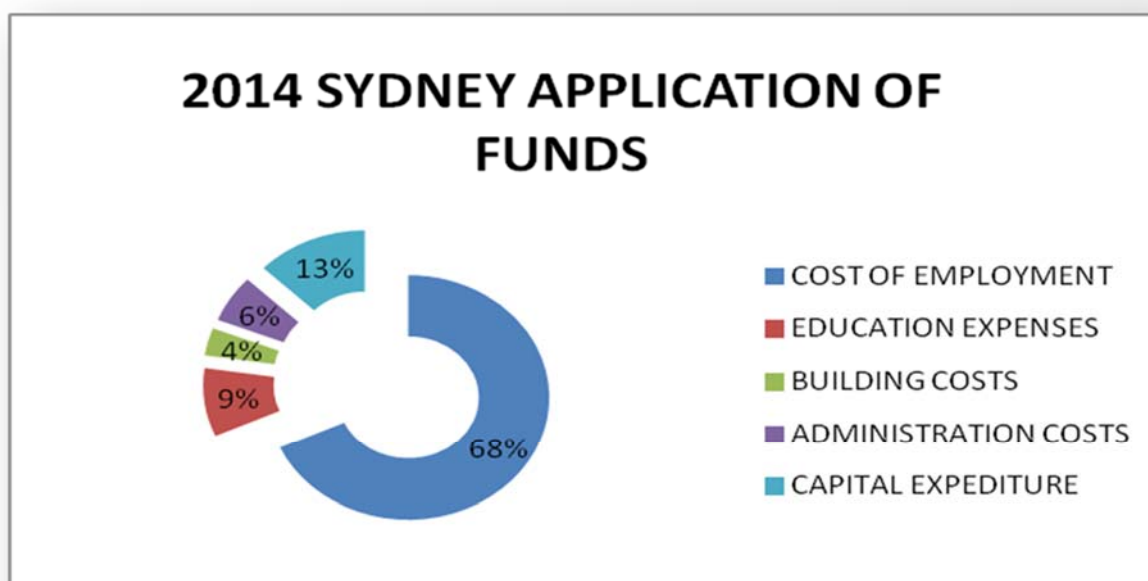
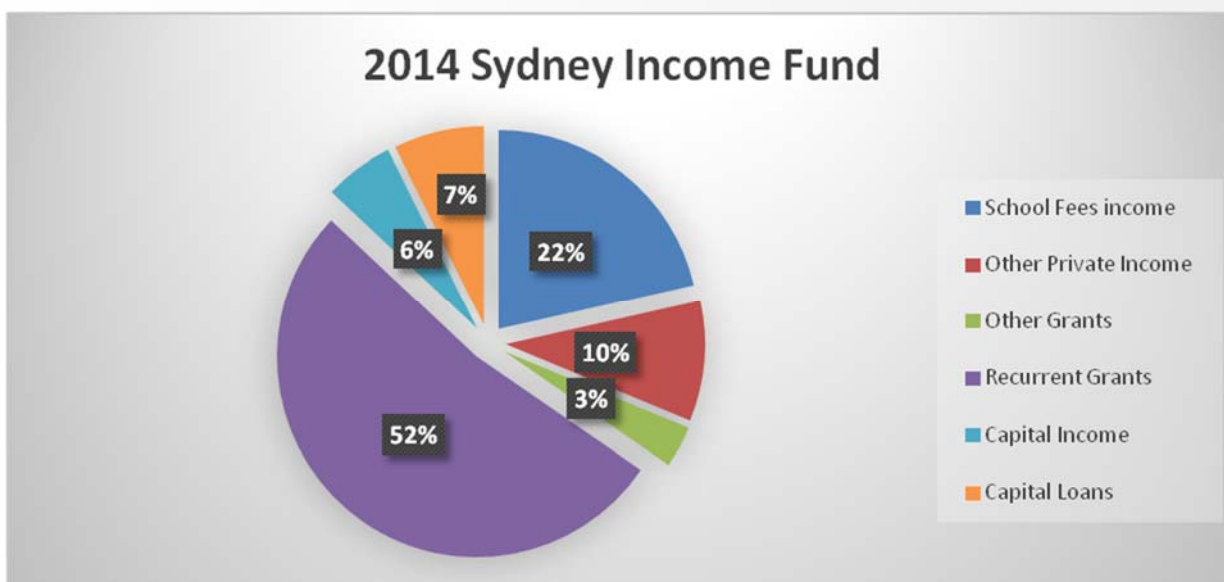
Ms Fayzah Saleh

2015 Sydney Strathfield Business Manager's Report

Where has the year gone again, it seems that the years are to disappear quicker every year. 2014 has been an interesting year for AIA at both national and international level.

On the 1st of July 2014 the school in Sydney NSW were separated into two schools namely Strathfield and Kellyville. Kellyville School is now a standalone entity. Each school has its own financial reporting.

The Graphs below show income and expenditure for Strathfield School



Every year the most significant expense for the school is the staff salaries and wages that takes 68% of the total annual expenditure. The government grants are just enough to cover teaching and non-teaching/general staff's salaries. The school is depending on parents' payments of school fees to keep the school running.

My sincere thanks and appreciation go to all parents who are paying school fees on time and respecting the school commitment to teach their children.

Though Strathfield School has been classified by the council as a heritage building, the school spent over 1 Million dollars to upgrade the place. The upgrade included new car park for staff, driveway and students sports facilities.

In addition the Primary section, students and staff toilets have been upgraded, the roof of Brundah Hall has been replaced and constructed 2 new portable classrooms

Sydney Capital Expenditure as of 31 December 2014 is \$926,414

Strathfield Buildings and DA \$708,326

Computers \$80,047

Other Capital payments \$138,041

A recent government reform called super stream requires employers to make super contribution on behalf of employees by submitting data to payment electronically. AIA implemented the super stream as from 1 July 2014

The highest priority of school board was to provide the best education to students and managing the school's reputation. The reasons given for this were that a good reputation attracts the best teachers, students and community support and brings steady enrolment increases

Reputation can 'take years to build, but can be lost in a day' The most important challenges for the school, in descending order of most important to least were:

maintain or build our reputation;

maintain or build out enrolments;

cost management;

raise capital to improve or replace infrastructure;

maintain or replace existing infrastructure.

At the end of my report I pass my sincere thanks to the dynamic staff across the Academy nationally and internationally

2014 SCHOOL PHOTOGRAPHS



School Captains 2014



Chess Club 2014



The End
June 2015