



AUSTRALIAN INTERNATIONAL ACADEMY

# Annual Report

## Strathfield Campus



**Advancement**

Determination

Faith

SC005415

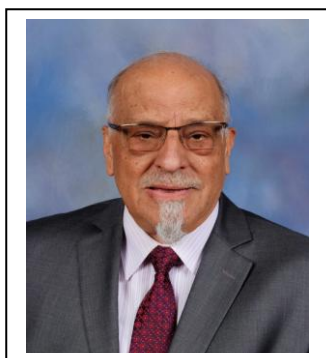
### AIA Vision Statement

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



## CONTENTS

<b>Reporting Area 1</b>	Message from Key School Bodies	<b>4</b>
<b>Reporting Area 2</b>	Contextual Information about the school	<b>12</b>
<b>Reporting Area 3</b>	Student outcomes in State Wide Tests and Exams	<b>15</b>
<b>Reporting Area 4 &amp; 5</b>	RoSA & HSC	<b>23</b>
<b>Reporting Area 6</b>	Professional Learning and Teacher Standards	<b>26</b>
<b>Reporting Area 7</b>	Workforce Composition	<b>27</b>
<b>Reporting Area 8</b>	Senior Secondary Outcomes	<b>28</b>
<b>Reporting Area 9</b>	Student Attendance and Management of Non-Attendance	<b>28</b>
<b>Reporting Area 10 &amp; 11</b>	Retention Rates, Post School Destinations	<b>30</b>
<b>Reporting Area 12</b>	Enrolment Policies and Characteristics of the Student Body	<b>31</b>
<b>Reporting Area 13</b>	School Policies	<b>37</b>
<b>Reporting Area 14</b>	School Determined Improvement Targets	<b>40</b>
<b>Reporting Area 15</b>	Initiatives Promoting Respect and responsibility	<b>45</b>
<b>Reporting Area 16</b>	Parent, student, teacher satisfaction	<b>46</b>
<b>Reporting Area 17</b>	Summary Financial Information	<b>51</b>



## REPORTING AREA 1:

### A MESSAGE FROM KEY SCHOOL BODIES

### ACADEMY HEAD MR SALAH SALMAN AM

#### ACADEMY HEAD'S MESSAGE

Dear Students, Parents, & Friends

AssalamuAlaikumWr. Wb.

The School Year 2015 has been another good year for the Academy, despite all the negative external factors that have affected Muslim communities at Australia and overseas. Our students at AIA Campuses have been guided and nurtured to become proud Australian Muslims, who will contribute effectively to the building of their country Australia. Our graduates are well prepared and self-motivated to advance Australia in the twenty first century.

Crimes and radical actions do not belong to a particular race or religion. In her visit to the Academy in October 2015, Ilyasah Shabazz, the daughter of the Late Malcolm X, stated the fact that such crimes and radical actions could be carried out by Muslims, Christians, agnostics, Jews and by people from different genders and ethnic backgrounds.

We should not forget that Australia is unique among all other countries in its multicultural policies, tolerance and fair go approach. Such policies resonate in all aspects of the Australian way of life. Over the years, and since its inception, the Academy and all its campuses have been receiving and enjoying the full support and assistance from Government and non- Government sectors.

The emergence of radical and extremist groups in Iraq and Syria in the vacuum created after the withdrawal of the foreign forces from Iraq, and the violent actions and the atrocities committed by those groups have reflected badly on Muslims in different countries. An atmosphere of anti- Muslim sentiment has developed in Australia and other Western countries. However, blaming Muslims for actions or crimes committed by those radical groups is wrong and unjustifiable. Unfortunately, Islamophobia or the misinterpretation of Islam and the threats of radicalization have become the symptom of this decade. However, such negative opinions and sentiments must not weaken or affect our belief in our values and community.

Alhamdulillah, despite all these negative challenges, the Academy and all its Campuses in Melbourne, Sydney and in UAE have been progressing very well in all areas.

**The National Testing results NAPLAN**, especially in the last three years, have confirmed the Academy's steady progress in many areas. In Melbourne, the results varied among different Campuses, whereas at Caroline Springs Campus, 100% of students scored above the

National Minimum Standards in all areas in Years 3 & 7, and 70% above the National Minimum Standards At Melbourne Senior Campus, students in all D Classes scored 100% above the National Minimum Standard in all areas. At Sydney Kellyville Campus, students in Years 3, 5, 7 & 9, in higher Bands, performed well above the State average in most areas. At Strathfield Campus, the Growth Rate over the five-year period is above the State average in most areas.

***Buildings & Physical Development:*** The preparation for the Stage 3 of the Building Program at Kellyville Campus is underway. The new project will cost around 4.5 million dollars and the Commonwealth Government will contribute \$844,000 towards the project.

Wassalamu Alaikum Wr. Wb  
Salah Salman AM



## REPORTING AREA 1: A MESSAGE FROM SCHOOL'S CHAIRMAN JUSTIN BROWN

Asalamo alaykum Wr Wb.

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 the last year.

We wish the class of 2015 students well for their exams this year and May Allah grant them the success they deserve.

This year has seen developments at all AIA campuses, including further expansion of the new Kellyville campus in Sydney and increasing enrolments at the Caroline Springs campus.

This year the Board farewelled Mr Abdul Karim Galea noting his many years of service on the Academy Board as well as his many contributions to the school which was celebrated in a fitting manner at a function at the Melbourne Senior Campus.

The role of the Board is to oversee the management and administration of the Campuses of AIA in accordance with Commonwealth and State government guidelines and to develop a broad Islamic and general education to nurture students to become good Australian citizens with Islamic spiritual values. The role of Board members is first and foremost to act in the interests of the School as a whole, not to represent and promote the interests of particular groups. Board members are 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 2016, Bi -idnillah.

Wasalam

Justin Brown



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

### **The mechanism needed to keep trying**

*Teachers at AIA are always giving something to take home to think about, beside homework!!*

The focus of AIA Educational Philosophy is to prepare students to be lifelong learners, we have moved away from the classical style of teaching paradigms.

The traditional model was learning is listening, teaching is telling and knowledge is an object to be transferred. Schools are considered to be a dynamic place as learning and teaching is continually changing and evolving.

AIA classrooms are considered for students to be places of adventure, experimentation and exploration that arouse our students' curiosity and inspire them to strive, thrive and flourish.

We have also adapted the style of long-term memory retention, which will increase motivation. When students keep track of, reflect on, and look back on their learning journey with pleasure they learn more efficiently. This works even better when you give them opportunities to share that pleasure with others, and working as a part of a team.

We believe that if students will be taught to learn how to seek help and receive on-going constructive feedback, it will enable them to acquire an essential lifelong skill. Teaching essential necessary skills is vital according to latest 21<sup>st</sup> education literature, which coincides with our educational philosophy at AIA. Nurture a student's momentum will enhance their drive to use emotional intelligence to systematically develop the resiliency in young people.

If we train our students to develop their ability to strive this builds their self-confidence and social emotions synthesised with the mechanisms to keep trying, they will avoid giving up easily. They will be able to recover more quickly from knock backs and from life's little surprises and to deal better with big unpleasant situations

The school expectation and attitude later on in the future and life outside the school boundaries will enable students to show amazing adaptability. They will be able to survive when contrivance kicks in. They often show incredible fortitude, defiance and optimism. Resilience is an extremely important characteristic to develop. More important than ever is the need to guide young learners' character and cherish their ability to be: patient, stoical and tenacious, in a world of quick solutions and instant information. Otherwise there is a great possibility some young people, living in the lap of luxury, will not have the life experience of waiting or struggling with anything. It might be considered idealistic, or naïve, to presume that all problems are manageable. There is plenty of evidence that resilience is a fantastic life skill. The ability to adjust to quick changes or to adapt to a sudden variation shows courage and anticipation.

Physical fitness and strength takes on an ever more important role to counterbalance, and to educate people, in a world where we are more inactive and where levels of obesity are higher than ever before. Part of our role as educators is to encourage learners to take risks and that only through making mistakes and allowing ourselves to feel vulnerable and out of our comfort zone do we make real progress. We also believe learners must be given the opportunity to make mistakes and to turn around their performance in schools. If they are given space, time and encouragement to rehabilitate in a positive way that demonstrates a great strength of character. We believe in our students as young adults and focus on addressing any negative concerns with them on their actions and choices, and not them as individuals.

We also need to help young learners to be tough, to survive this current wave of ‘virtual stone throwers’ - to face life’s harsh realities; both physical and emotional, and not to expect to win every time. Through demonstrating adaptability and developing improvisational skills we are helping them to learn great psychological survival techniques. If students can adapt to the unexpected and not only be comfortable with adversity, change and surprises but also enjoy it and be equipped to deal with it, by thinking quickly, critically and thinking on their feet, they can make an enormous contribution to an ever changing world.

They are tomorrow’s leaders!!



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

### **Education:**

Australian International Academy is a place that values the importance of education as a vital component of our lives. Becoming knowledgeable across a number of domains is important in widening our understanding of the world we live in today.

When a student enters the school grounds, they have entered a sacred place because gaining knowledge is an act of worship that is loved by Allah swt. Each moment they spend in school becomes a valuable learning experience as students become enlightened with an array of life skills. With every challenge they face, our students learn to become critical thinkers and problem solvers. They learn to become compassionate and empathetic individuals who care about others' wellbeing. Most importantly, they learn that life is a journey with ups and downs and that what keeps you going is knowing and understanding your purpose in this world.

We live in a constantly changing society and the means by which education is delivered to our students continues to evolve. In particular, technology is shaping the way we deliver our education so it is important that we acknowledge both the benefits and limitations of this.

But one thing that remains constant is the value of education in our society. It will always be the key to a successful life.

Dr Nahla ElGhazawi  
Primary Deputy Principal

## **SRC: Students Representative Council**

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

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

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

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

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

### **Captaincy Team Reflection**

The AIA captaincy team has had an exceptional year, with the help of students from year 7 all the way up to year 12 and all the teachers in the school, especially teachers that have devoted their breaks towards the success of the events that we have held. The students and teachers of the school have worked constantly throughout the year to prepare and organise the successful events that have been conducted and that are yet to be conducted. Some of the events that we have contributed towards include Clean up Australia day, White ribbon day, Are u okay day, Women's' breast cancer day, Be brave and shave day and Daffodil day. Throughout the year we collected an outstanding amount of funds for fundraisers, charity organizations and the orphans which our school has sponsored, we hope that the funds collected have influenced and changed the community as a whole and hope for more events

to take place in the coming years. On behalf of the rest of the captaincy team I sincerely thank the teachers, school staff and all the parents for their effort and contribution towards our school community. –

*Miss Luma Khatib, Year 12 Academy Captain*

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

## REPORTING AREA 2:

### CONTEXTUAL INFORMATION ABOUT THE SCHOOL

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 (Strathfield) 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)
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
Oznur Adymer	Senior Teacher
Ibrahim El Kadomi	Office 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 2014 number are 396 (K-6, 208 students; 7 to 12, 188 students). Furthermore, the School enrolments in 2015 number are 424 (K – 6, 225; 7 to 12, 199). 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



Energy & Machines Excursion



Year 10 in the Parliament House



Asylum Seekers Centre Project



My Favourite Book and I



Book Primary Parade



My best book character's Parade



Ramadhan Year 10 Boys Iftar Gathering

### REPORTING AREA 3

## STUDENT OUTCOMES IN STATE WIDE TESTS AND EXAMINATIONS SENIOR SECONDARY OUTCOMES

### HIGHER SCHOOL CERTIFICATE & INTERNATIONAL BACCALAUREATE DIPLOMA RESULTS 2015

Means and Standard Deviations Compared to School Group: NSW AIS

Means and Standard Deviations

	State All		Region (All Students)		NSW AIS (All Students)		School(All Students)		
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Students
Science (overall)	86.4	10.8	92.0	9.2	92.0	9.2	88.0	6.7	33
Extended Response Tasks	86.4	7.0	89.5	5.9	89.5	5.9	88.5	5.1	33
Knowing & Understanding	87.2	13.4	93.7	12.3	93.7	12.3	87.7	8.8	33
Planning & Conducting Investigations	87.0	13.6	92.7	11.9	92.7	11.9	88.1	8.1	33
Problem Solving & Communicating	87.1	15.5	94.1	13.4	94.1	13.4	89.0	10.3	33

Means and Standard Deviations

	State All		Region (Girls)		State (Girls)		School(Girls)		
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Students
Science (overall)	86.4	10.8	92.7	8.5	87.0	10.1	87.0	5.6	11
Extended Response Tasks	86.4	7.0	90.0	5.5	87.1	6.3	87.3	4.3	11
Knowing & Understanding	87.2	13.4	94.1	11.9	87.3	12.6	86.5	7.1	11
Planning & Conducting Investigations	87.0	13.6	93.6	11.2	88.2	13.2	88.6	7.9	11
Problem Solving & Communicating	87.1	15.5	95.1	12.7	87.7	14.8	87.5	8.1	11

Means and Standard Deviations

	State All		Region (Boys)		State (Boys)		School(Boys)		
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Students
Science (overall)	86.4	10.8	91.0	10.0	85.8	11.4	88.5	7.3	22
Extended Response Tasks	86.4	7.0	88.6	6.4	85.7	7.5	89.1	5.4	22
Knowing & Understanding	87.2	13.4	93.2	13.0	87.1	14.2	88.2	9.7	22
Planning & Conducting Investigations	87.0	13.6	91.2	12.7	85.7	13.9	87.9	8.4	22
Problem Solving & Communicating	87.1	15.5	92.5	14.2	86.5	16.2	89.8	11.3	22

*"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 2015**

## **Year 9 Bands based on 38 students**

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
<b>Band10</b>	0.0	7.9	5.3	2.6	5.3
<b>Band 9</b>	10.5	13.2	26.3	13.2	7.9
<b>Band 8</b>	31.6	13.2	36.8	36.8	36.8
<b>Band 7</b>	31.6	36.8	18.4	18.4	42.1
<b>Band 6</b>	26.3	21.1	10.5	26.3	7.9
<b>Band 5</b>	0.0	7.9	2.6	2.6	0.0

## **School Mean compared to State**

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
<b>STATE</b>	584.1	545.0	591.9	571.5	599.5
<b>AIA</b>	573.9	565.7	610.4	573.9	590.5

Year 9 were above the state average in Spelling, Writing and Grammar& Punctuation.

## **Year 7 Bands based on 46 students**

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
<b>Band 9</b>	4.3	0.0	2.2	8.7	2.2
<b>Band 8</b>	4.3	13.0	32.6	13.0	10.9
<b>Band 7</b>	34.8	30.4	28.3	23.9	30.4
<b>Band 6</b>	52.2	37.0	32.6	37.0	34.8
<b>Band 5</b>	2.2	15.2	2.2	13.0	21.7
<b>Band 4</b>	2.2	4.3	2.2	4.3	0.0

### School Mean compared to State

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
<b>STATE</b>	549.5	511.5	555.1	546.6	548.9
<b>AIA</b>	528.9	522.3	550.0	532.2	522.3

Year 7 were above the state average in Writing.

### Year 5 Bands based on 25 students

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
<b>Band 8</b>	12.0	0.0	8.0	12.0	4.0
<b>Band 7</b>	12.0	16.0	28.0	16.0	16.0
<b>Band 6</b>	24.0	28.0	36.0	36.0	36.0
<b>Band 5</b>	28.0	56.0	20.0	24.0	36.0
<b>Band 4</b>	20.0	0.0	8.0	12.0	8.0
<b>Band 3</b>	4.0	0.0	0.0	0.0	0.0

### School Mean compared to State

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
<b>STATE</b>	502.0	483.4	506.4	509.0	498.4
<b>AIA</b>	485.4	485.1	507.6	505.2	486.5

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

### Year 3 Bands based on 37 students

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
<b>Band 6</b>	29.7	18.9	29.7	37.8	16.2
<b>Band 5</b>	16.2	43.2	16.2	10.8	13.5
<b>Band 4</b>	35.1	27.0	40.5	37.8	27.0
<b>Band 3</b>	18.9	10.8	13.5	8.1	32.4
<b>Band 2</b>	0.0	0.0	0.0	5.4	5.4
<b>Band 1</b>	0.0	0.0	0.0	0.0	5.4

### School Mean compared to State

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
<b>STATE</b>	430.3	423.1	418.5	439.6	402.4
<b>AIA</b>	433.7	441.4	435.3	442.7	396.7

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

### Growth Rate for Reading

Year	State	AIS	AIA
<b>Year 5</b>	77.6	78.7	74.4
<b>Year 7</b>	42.5	45.6	53.9
<b>Year 9</b>	38.6	39.9	42.7

### Growth Rate for Writing

Year	State	AIS	AIA
<b>Year 5</b>	61.1	59.8	54.3
<b>Year 7</b>	27.7	33.7	26.4
<b>Year 9</b>	27.2	35.6	50.8

### Growth Rate for Spelling

Year	State	AIS	AIA
Year 5	83.8	82.8	87.1
Year 7	50.7	50.9	55.8
Year 9	31.7	34.3	37.2

### Growth Rate for Grammar and Punctuation

Year	State	AIS	AIA
Year 5	72.4	76.4	96.9
Year 7	38.4	41.3	55.1
Year 9	27.7	24.7	21.3

### Growth Rate for Numeracy

Year	State	AIS	AIA
Year 5	94.1	92.0	104.4
Year 7	53.1	53.6	48.4
Year 9	47.6	48.6	56.7

## NATIONAL MINIMUM STANDARDS TABLE for 2015

### BELOW NATIONAL MINIMUM STANDARDS

	% below NMS	% at or below NMS	% at proficiency					
Years	3 School	3 State	5 School	5 State	7 School	7 State	9 School	9 State
Reading	0%	6%	4%	6%	2%	4%	0%	8%
Writing	0%	4%	0%	7%	4%	12%	8%	22%
Spelling	0%	6%	0%	6%	2%	8%	3%	10%
Grammar & Punctuation	0%	6%	0%	8%	4%	9%	3%	12%
Numeracy	5%	6%	0%	5%	0%	3%	0%	4%

### AT OR BELOW NATIONAL MINIMUM STANDARDS

	% below NMS	% at or below NMS	% at proficiency					
Years	3 School	3 State	5 School	5 State	7 School	7 State	9 School	9 State
Reading	0%	10%	24%	20%	4%	16%	26%	25%
Writing	0%	6%	0%	14%	20%	32%	29%	40%
Spelling	0%	14%	8%	15%	4%	15%	13%	19%
Grammar & Punctuation	5%	11%	12%	17%	17%	18%	29%	32%
Numeracy	11%	17%	8%	18%	22%	18%	8%	17%

### AT PROFICIENCY LEVEL

	% below NMS	% at or below NMS	% at proficiency					
Years	3 School	3 State	5 School	5 State	7 School	7 State	9 School	9 State
Reading	46%	50%	24%	38%	9%	32%	11%	25%
Writing	62%	54%	16%	21%	13%	19%	21%	15%
Spelling	46%	47%	36%	40%	35%	40%	32%	28%
Grammar & Punctuation	49%	52%	28%	39%	22%	34%	16%	19%
Numeracy	30%	38%	20%	31%	13%	29%	13%	29%

### Percentage of Students achieving Less than Expected Growth for Reading

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

## NAPLAN Analysis

### Year 9

Year 9 were above the state average in Spelling, Writing and Grammar & Punctuation. However, the growth rate for all aspects compared to the state and AIS is noteworthy. We have 0% of students below National Minimum Standards in Reading but a higher number with 'Less than expected growth' in Reading compared to 2014.

### Year 7

Year 7 were above the state average in Writing.

However, the growth rate for Reading, Spelling, Grammar and Punctuation and Numeracy compared to the state and AIS is noteworthy. The percentage of students Below National Minimum Standards has reduced from 2014, with Numeracy at 0%.

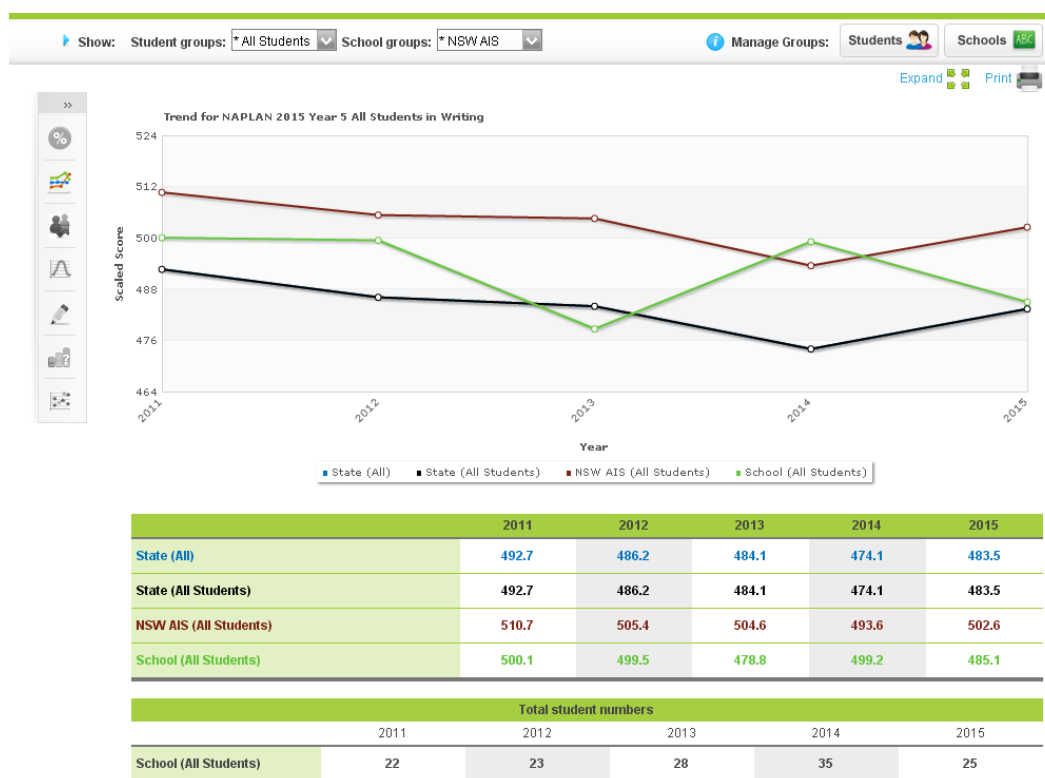
### Year 5

Year 5 students were below the state average in Writing and Spelling. There is an increased amount of student achieving 'Less than expected growth' in Reading. The growth rate in Spelling, Grammar and Punctuation and Numeracy is significantly higher than the state and AIS. All aspects of NAPLAN except for Reading has 0% of students Below National Minimum Standards with Reading at a reduced 4%. The percentage of students achieving less than expected growth has reduced from 2014.

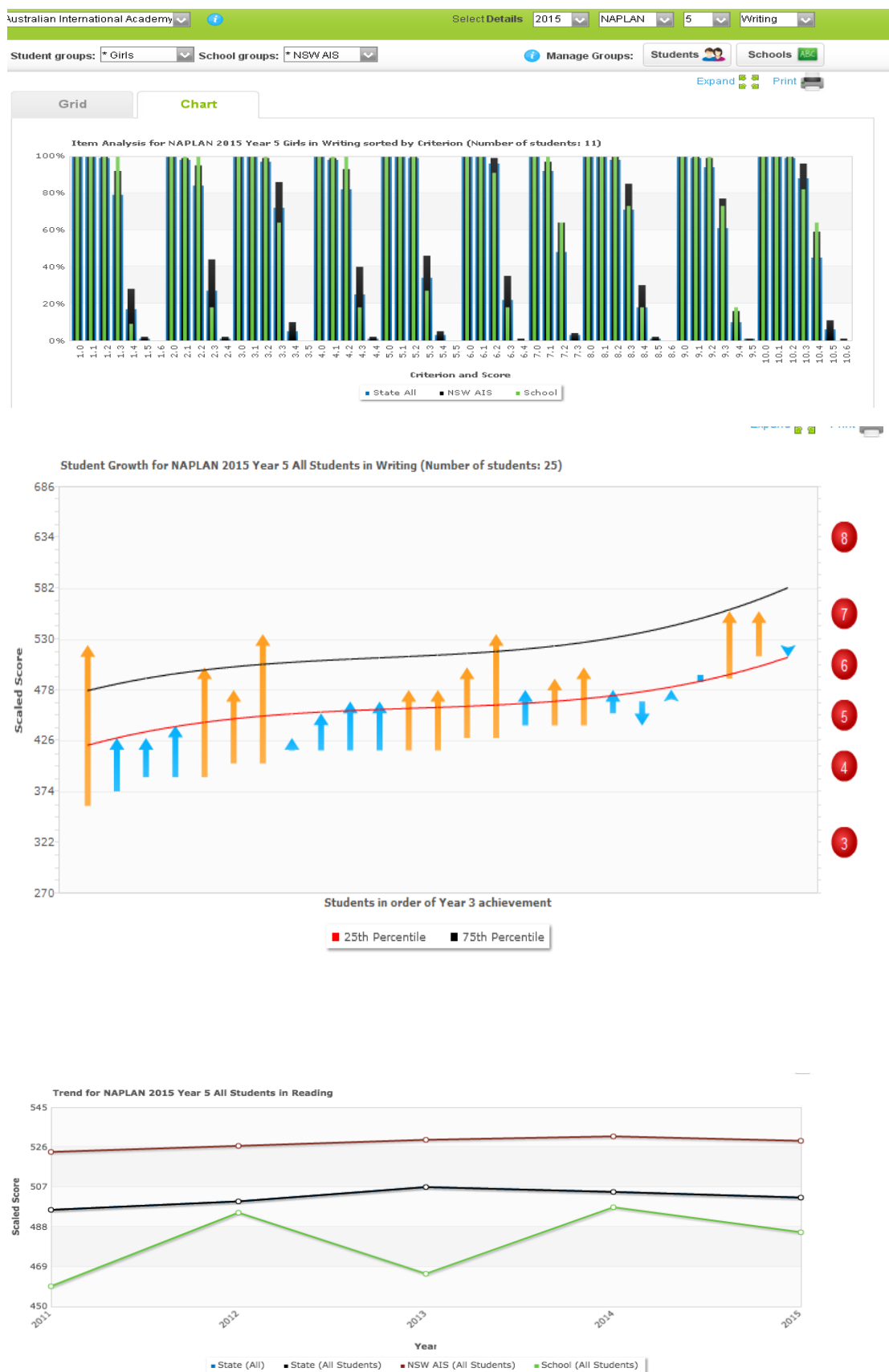
### Year 3

Year 3 were above the state average in Reading, Writing, Spelling and Grammar & Punctuation. NO growth rates are recorded for year 3. All aspects of Literacy indicate 0% of students Below National Minimum Standards with Numeracy at 5%..

### ALL students



There is a consistent upward trend for year 5 reading since 2014. Overall boys have a consistent upward trend – above state average since 2014. Overall girls have a downward trend – since 2014 and below the state average in 2015



## REPORTING AREA 4 & 5

### RoSA & HSC

#### Higher School Certificate Results (HSC) – 2015

The retention rate of students staying from year 10 (2012) to that remaining in year 12 (2015) is 70%. Year 12 attaining a certificate /VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2015	HSC	100%
2015	VET qualification	0%

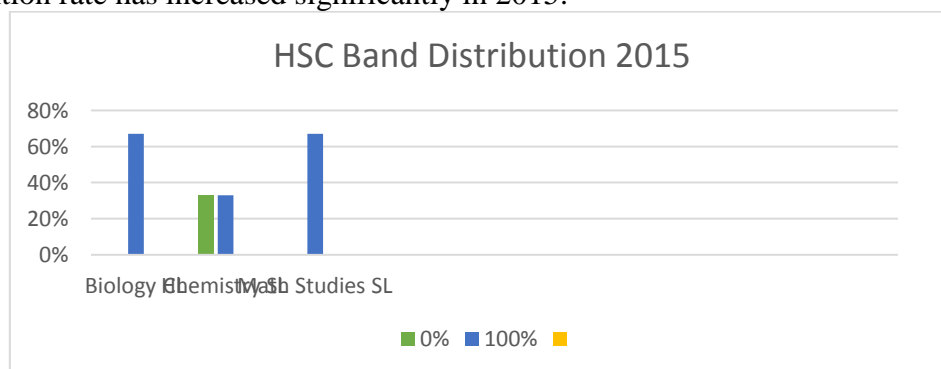
The information below shows the students' Performance bands in their Higher School Certificate (HSC) subjects.

#### 2015 HSC Results - % AIA compared to State

	% AIA Band 1 - 2	% STATE Band 1 - 2	% AIA Band 3 - 4	% STATE Band 3 - 4	% AIA Band 5 - 6	% STATE Band 5 - 6
Biology	33	16	56	56	11	28
Business Studies	0	11	60	52	40	36
English St	0	15	93	76	7	8
Information Process Technology	0	15	100	52	0	32
Legal Studies	0	10	63	49	38	40
Mathematics	0	9	33	38	67	52
Mathematics General 2	11	25	78	49	11	26
Studies of Religion 2	0	11	71	49	29	40
Visual Arts	0	2	50	45	50	53

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 2015.

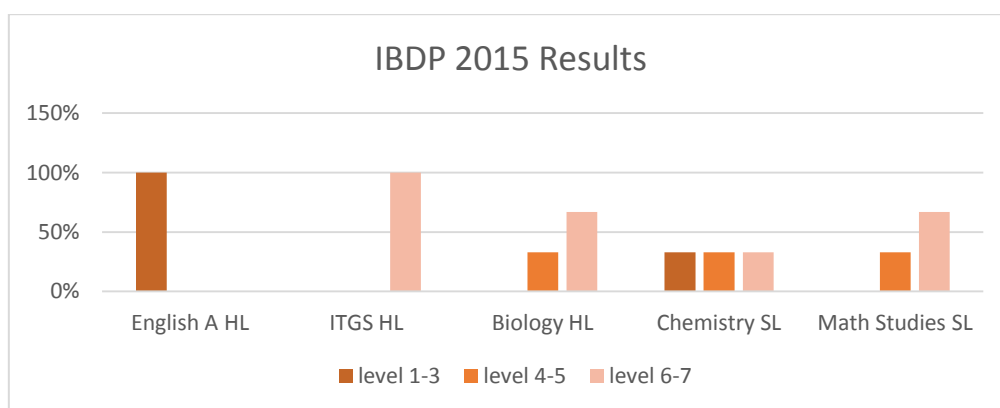


### **2015 International Baccalaureate (IB) Results**

The information below shows the students' results out of 7 in the IB subjects. We had 3 students complete the IBDP course in 2015.

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

subject	level 1-3	level 4-5	level 6-7	average school grade / 7	average world-wide grade
<b>English A HL</b>	100%	0%	0%	4	5.16
<b>ITGS HL</b>	0%	0%	100%	6.33	4.55
<b>Biology HL</b>	0%	33%	67%	5.7	4.71
<b>Chemistry SL</b>	33%	33%	33%	4.33	4.61
<b>Math Studies SL</b>	0%	33%	67%	6.33	4.43



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

The highest diploma points awarded to a candidate was 38

### **2015 University Entry**

We had 14 students sit for the HSC and 3 sit for the IBDP in 2015. 100% of the 2015 HSC and IB students had commenced tertiary courses at the start of 2016. The courses taken included : Bachelor of Speech Pathology, Bachelor of Business / Law, Bachelor of Business, Bachelor of Psychology, Bachelor of Mechanical Engineering , Bachelor of Primary teaching, Bachelor of Optometry, Bachelor of Policing, Bachelor of Commerce, Bachelor of Arts and Social Sciences, etc

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

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

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

leaving school prior to the HSC.

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

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

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

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

Some of the key elements of the RoSA are:

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

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

### **Allocation of grades**

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

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

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

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

3. Teachers will use their professional judgment in applying the performance descriptors. Teachers of year 10 and year 11 of the same subject work together and subject coordinator to decide the grades. This process will ensure that standards used are consistent within the same department.

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

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

The descriptor that provides the best overall description of the student's achievement will determine the grade awarded. Teachers will interpret the general performance descriptors in terms of standards that can be achieved by year 10 and year 11 students within the bounds of the course.

### General performance descriptors

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

## REPORTING AREA 6

### PROFESSIONAL LEARNING AND TEACHER STANDARDS

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

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

- One of our Academy's areas to improve our reform is **Quality Teaching**, which determined many factors and targets for 2015. 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. Different member of the Academy staff were frequently presenting to sharing with their colleagues any beneficent information /materials
- Staff attend a wide range of external workshops and in-services in their areas.
- Staff attend IB (PYP, MYP & DP) conferences and workshops (local, interstate and overseas) each year.
- Educational Consultants work within the school to improve staff expertise in a number of areas. Peer training and workshop are run to improve overall skills & Support Staff attend courses related to their area/discipline.

In 2015 all teaching and non-teaching staff participated in professional learning activities provided by either internal or external providers (locally, interstate and internationally) as well as weekly on campus workshops. In addition, all staff participated in a large number of in-house Professional Development on Tuesday afternoons when students are dismissed early (six periods time table operates on Tuesday). These PD' sessions were largely subject based

focused on developing curriculum and programmes and developing teaching skills and pedagogies. It is also given attention on Student Management and Welfare, e-Library World Book, Lexile/Literacy Pro Reading Programme, 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 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, Turn-it-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 2015 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 ( <b>AEI-NOOSR</b> ) guidelines, or	43
ii Having qualifications as a graduate from a higher education institutions within Australia or one recognized within ( <b>AEI-NOOSR</b> ) guidelines but lacking formal teacher education qualifications, or	0
iii Not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

## REPORTING AREA 8

### SENIOR SECONDARY OUTCOMES

Students leave the school for a variety of reasons, choice of subjects not offered at AIA, transfer to a more suitable programme such as VET which is not offered at AIA, to gain the desired scholarship and/or apprenticeship, relocation overseas, financial, taking on employment or enrolling in TAFE Colleges. The school offers two highly academic programmes (HSC and IB DIPLOMA) and at the end of Year 10 students decide which programme best suits their learning and needs.

## REPORTING AREA 9

### STUDENT ATTENDANCE AND MANAGEMENT OF NON ATTENDANCE

#### ATTENDANCE POLICY

##### **Rationale:**

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

##### **Aims:**

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

##### **Implementation:**

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

Absenteeism contributes significantly to student failure at school.

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

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

A staff member will be responsible for monitoring and investigating student absences.

Parents of students who are to be absent are required to telephone the school before 9:00am to report the absence. The absence is then to be confirmed in writing by a note from parents.

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

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

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

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

have their parents contacted by the Level Coordinator requesting documentation on the student's absence.

Senior students (years 10 – 12) are not to exceed the Academy policy regarding absences, i.e. maximum 5 days per semester. If the parent refuses to supply any documentation, more than 4 unexplained absences a term will affect the student's enrolment. 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 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 reported on the students Roll Marking Records (for each year level). Each record is to be handed to the front office twice a day, in the morning and afternoon.

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	2015
Primary (K - 6)	95.1%
Secondary (7-12)	94.4%

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 10 & 11

### RETENTION RATES, POST SCHOOL DESTINATION

#### Retention Rates year 10 to year 12

Years	AIA
2013 - 2015	61%

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 decreased slightly in 2015.

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

#### Attendance Rate 2012 - 2015

2015	
Year Level	Attendance Rate
Kinder	93.8%
year 1	95.2%
year 2	94.9%
year 3	95.5%
year 4	95.6%
year 5	95.3%
year 6	95.7%
year 7	96.4%
year 8	95%
year 9	92.9%
year 10	92.6%
year 11	95.2%
year 12	94.3%

## POST SCHOOL DESTINATIONS

We had 14 students sit for the HSC and 3 sit for the IB in 2015. 100% of the 2015 HSC and IB students had commenced tertiary courses at the start of 2016. The courses taken included : Bachelor of Medical Science, Bachelor of Business / Law, Bachelor of Nursing, Bachelor of Psychology, Bachelor of Science, Bachelor of Engineering, Bachelor of Finance/ Accounting, Liberal Arts and Science, Bachelor of Architecture, Bachelor of Arts, Bachelor of Communication, Bachelor of International Studies, Bachelor of Business and Commerce, Bachelor of Social Work, Bachelor of Social Science, Bachelor of Information & Technology/ Laws, Bachelor of Science, Bachelor of Education, Bachelor of Animation, Bachelor of Traditional Chinese Medicine, Bachelor of Design Landscape, etc

## REPORTING AREA 12

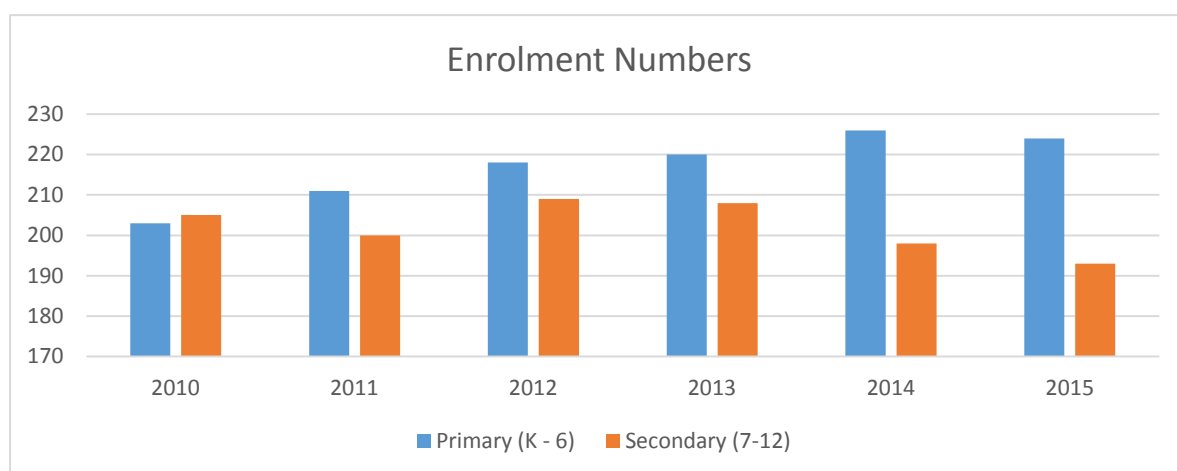
### ENROLMENT POLICY AND CHARACTERISTICS OF STUDENT BODY

#### INTRODUCTION

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

#### Enrolment Numbers

	2015
<b>Primary (K - 6)</b>	224
<b>Secondary (7-12)</b>	193



### Waiting List

	2014 to 2015 growth
Primary (K - 6)	-32%
Secondary (7-12)	3%

## 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.

## 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

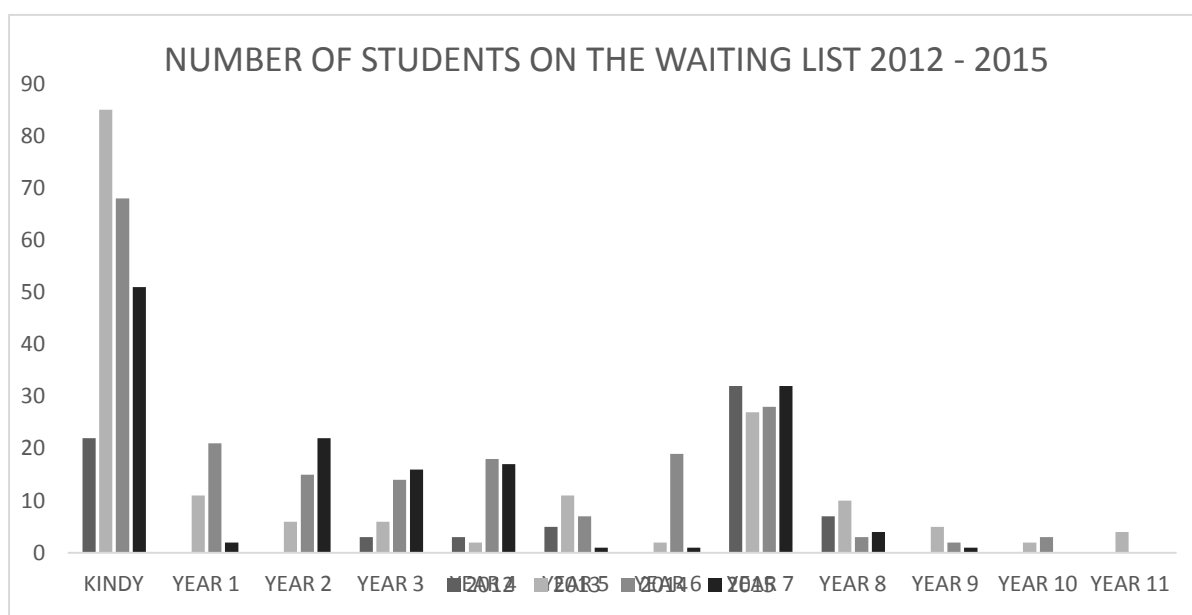
the school, and an interview with the student and both parents.

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.

## **Students Welfare**

The Australian International Academy values the importance of facilitating a learning environment. The comprehensive, experienced and professional team is composed of Level Coordinators, Form Teachers, School Chaplain, School Counsellor and the Head of Campus with the aim to ensure the student wellbeing has been achieved in order for the student to be a successful human being.

The mental, social, emotional and spiritual aspect of each and every child is a paramount concern for the Academy/the student management team. We believe and know that for a student to be successful first, he/she needs to have a healthy wellbeing. They need to know how to manage challenges, develop coping mechanisms, and develop resiliency, confidence and positive self-esteem. They need to know how to set goals, meet objectives and know how to get there. This is why the IB Learner Profile, IB Attitudes, Approaches to Learning and Islamic Values are so embedded into our school philosophy.

How can a child achieve if he/she is unorganized, has no goals, lacks positive self-esteem, cannot manage emotions, has difficulty coping with stress? How can I expect a child to achieve a high ATAR or work to his/her best capacity if schooling is not their priority or they have learning difficulties that are undiagnosed? The Student Management team including the coordinator are the coaches of each and every child. We put plans, programs, strategies and approaches in place to ensure all the factors above are dealt with so that our students are well rounded, confident, resilient, prepared and ready to achieve their best.

### **Co-Curricular Programme**

AIA provides a wide range of co-curricular activities that extend and complement the core curriculum, enrich their lives, and develop their skills. Such activities include interfaith gatherings, environmental projects, sport, debating, oration, competitions, school productions and publications, leadership training, chess club and participating in different projects/events such the Model United Nations. Creativity in the art department has made a big impact on our students during the 2015 academic year.

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

Year 7 students participated in Service and Action activities as a whole year level by creating and distributing lolly bags for every student in the school as a gift for Eid, showing their support for the school community. Year 8 students created a Footy competition to raise money for the sponsored orphans. Year 9 made cupcakes to sell to support the RSPCA, a worthy cause that looks after animals in need. They also organized a soccer competition to raise money for the Starlight Foundation, supporting children with serious illnesses. Year 10 students planted trees around the school and promoted World Peace Day by encouraging every single student to become an ambassador for peace. Our students have done an amazing job, giving their time and energy to help others in need, and to make these activities enjoyable for everyone involved and for the organizations they support. It has been an absolute pleasure watching our students blossom and achieve success in Service and Action

activities that they have put their hearts and souls into. I would like to thank all the Year Level Coordinators, Form Teachers and Supervisors that have provided support in ensuring that this program run smoothly and that the student benefit the most out of it. Thank you also to the SRC members who as leaders of the school, helped in the coordination efforts of all these events. I look forward to seeing what else our fantastic students can achieve through their participation in Service and Action in the years to come!



Cyber-Bullying Presentation

Kindergarten Master Chef Club



**2015 National Simultaneous Storytime book is *The Brothers Quibble* written by Aaron Blabey.**

## REPORTING AREA 13

### SCHOOL POLICIES

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

#### STUDENT WELFARE AND DISCIPLINE

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

#### GUIDELINES:

A student welfare committee will coordinate school welfare procedures.

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

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

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

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

#### IMPLEMENTATION

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

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

#### ANTI-BULLYING AND HARASSMENT POLICY

##### Rationale

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

Suggested guidelines for intervening

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

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

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

## **DISCIPLINE POLICY**

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

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

In summary:

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

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

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

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

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

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

established enables all parties to the grievance to put their points of view to independent and uninvolved arbiters in a fair and objective forum at minimal or no cost.

## POLICIES FOR COMPLAINTS AND GRIEVANCES

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

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

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

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

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

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



**Devon Smith with Adem Haxhimolla, left, and Amor Hamdash from the AIA in Strathfield. Picture: Toby Zerna**

### REBECCA GREDLEY

NOW a Giant, Aussie rules star Devon Smith fondly remembers walking to school when he was much smaller.

"I enjoyed it — I had six or seven friends I walked to school with for years," he said.

The Greater Western Sydney small forward is now hoping his profile can encourage other youngsters to follow in his steps as part of Walk Safely To School Day.

The community initiative

aims to raise awareness of the health, road safety, transport and environmental benefits regular walking can provide for long-term health.

"Live a healthy lifestyle and walk together, as it's always safer," Smith said.

Oznur Aydemir, curriculum co-ordinator for K-6 at the Australian International Academy at Strathfield, is encouraging her students to participate.

Walk Safely To School Day is on Friday, May 22.

## REPORTING AREA 14

### SCHOOL DETERMINED IMPROVEMENT TARGETS

In 2015, 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. 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 and clearly communicated to the staff. The Appraisal was based on: Fairness & Trustworthiness and Confidentiality.

Appraisal findings were evidence based including 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 through evaluation and recommendations for the expected further future progress mechanism

### **Professional Development & Learning**

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

1. Develop a common understanding of quality teaching and learning within their school
2. Receive constructive feedback on leadership and/or professional practice
3. Use the results of self-reflection and an analysis of evidence gathered during the process to inform the selection of targeted professional learning that will support improvement
4. Use Professional standards as a basis of their Professional discourse, reflecting on their practice, selecting professional learning and assessing their change in effectiveness
5. Gain recognition for leading and teaching that has resulted in improved educational outcomes for students

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

1. Build our school capacity to accurately and consistently make judgments of teachers

practice

2. Track teachers improvement through an evidence-based process
3. Enable schools to identify and manage whole school and individual professional learning that will support teacher practice
4. Support schools and teachers in formal accreditation process.

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

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

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

On-going Professional learning is the best contributing factor for each member of our academic team, and their willingness to contribute broadly to the development of the Academy as '**a Place to Grow**' whether it is on the personal level or the Academy as a whole.

### Values Education

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

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. Values, chaplaincy and welfare, goes hand in hand to provide mentoring and pastoral care services to our student. At AIA Strathfield Campus as our Prophet PBUH stated "Religion is all about guidance." The Academy's role is to provide mentoring and spiritual guidance through programs such as camping, in-class discussions and workshops, face to face moral support, Friday khutbas and addressing the assembly. All these are aimed to provide AIA students to uplift and empower each individual students' religious identity. This provides them with feelings of self-confidence and self-esteem and what it means to be a pious Muslim. This is reflected in all the activities at the campus.

Our Interfaith Dialogue programs enrich our students with guidance of acceptance and tolerance that is needed in our diverse society. The program this year was implemented at Auburn Gallipoli Mosque with different schools within a spiritual atmosphere. Our students interacted with students from different religious backgrounds which gave them an insight and understanding into the fundamentals of each other's religious beliefs. Our students also did a fantastic job of tour guiding them around the mosque providing them with information and displaying wonderful discourse of their religion.



AIA school community is now renowned for their Umrah project. It is our sixth year and now has become our tradition to indulge our year 10 students with an experience of a life time spiritual journey. Our aim is to provide them with embodiment of Islamic character which is summed up in the Hadith of the Prophet PBUH states “Islam is all about good manners.”

Extracurricular programs such as Ramadan Iftars, Clean Up Australia Day and fund raising for sponsoring orphans are effective ways of practicing the teachings of Islam. The year 9 students had firsthand experience into the process of an Islamic funeral. This was demonstrated through an excursion to the Auburn Wash House. The students were shown how a deceased Muslim person is washed. Followed by the procedure of performing Janazah Prayer at the Mosque and then we continued on to the burial to the grave yard along with reading Surat-Yasin. Here the students experienced the Islamic rituals practices and procedures of how to perform a visit to the graveyard. This supported the students’ learning in understanding a human life cycle as in the Hadith of the Prophet PBUH states “Death is the best advice for all living.”

The importance of visiting the families of lost ones is an Islamic social duty of a Muslim. This was explained and discussed in our lessons.

In conclusion Chaplaincy/Imam office is a place the school community can “enjoy being in” and go out of “spiritually uplifted” as rightly said by one of the guest.

Excursion for Captain and Vice-Captain(s) to the Watson School Leader Awards 2015 in recognition of their successful nomination and investiture was held at Wiley Park Girls’ High School. 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. Also a **“Just like you” Workshop** was organized by Cerebral Palsy to ensure students have empathy towards others.

School Counsellor ran a number of workshops for students from K – Yr 12 such as “I am a leader”, “Me, myself and I” & “What is school for” to train and educate the students about the essential needed skills in and out of school environment. There was a number of sport activities in 2015, which was held by ISD;

Independent Sports District Football Competition for our students from Years 7 – 11. Student and staff support on values advisory sessions based on personal requests are an ongoing process. Individual ongoing spiritual sessions for students during recess 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 have been dealt with putting many smiles on students’ faces.



## 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. Keeping this in mind, the Academy introduced E-Learning in 2014 for Year 7 where the students were required to buy an iPad and E-books as part of the e-learning process. This year, students of Years 7 & 8 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 in order to help teachers understand and gain skills to effectively carry out e-learning in class. At this juncture, I would like to thank the Head of Campus, school administration, IT administration, the dedicated and hardworking teachers and students for their enthusiasm in making this journey of using e-learning a reality.

## Technology Education

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

Semester 1 was very successful for students. There are 6 streams of classes running in the school. Years 9 and 10 undertake Information and Software Technology (IST), Year 11 Information Processes and Technology (IPT) and Information Technology in a Global Society (ITGS) and Year 12 Information Processes and Technology (IPT) and Information Technology in a Global Society (ITGS). Both courses are similar in context but differ in content. There are 6 International Baccalaureate students currently in year 11 and 3 in year 12 doing Information Technology in a Global Society (ITGS) which involves analyzing 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 this 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 this semester

such as implementing the new Edmodo system for secondary students and teachers where students can view notes and upload their assignments from anywhere in the world.

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 Turnitin which helps assess the assignments to check for plagiarism and report it to help in marking of an assessment. The IT department also looks after the school website for any modifications or updating.

## **REPORTING AREA 15**

### **INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

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

#### **Interfaith**

Following the success of the Interfaith event last year with Kambala School, our power girls from AIA were at it again this year hosting yet another Interfaith event. This year, we showcased the magnificent architecture of Auburn Mosque to year 11 HSC Studies of Religion students from Monte Sant' Angelo Mercy College in North Sydney. As soon as the Monte girls stepped foot onto the rich red carpet of Auburn Mosque, an audible "Ahhh" of amazement was heard as they were confronted with intense beauty within such a serene atmosphere. From here, our AIA girls switched into powerful messengers, releasing their spiritual energy and enrapturing their audience into discussion of the perfect aspects of Islam. JazakAllahKhair to school captain Luma Khatib for her humorous and welcoming MCing skills, Joumana Al-Hanouni for her thought provoking speech about action and intention, Mr Harris for his insightful explanation of some fundamentals of Islam, and Sheikh Abdurrahman Asaroglu for organising the venue of the always stunning Auburn Mosque.

#### **Interfaith Program Reflection**

On the 10th of August, the Australian International Academy organised an Interfaith program with Monte Saint Angelo. This was held in Auburn Mosque, and girls from year 10 to 12 were invited to bond with the Monte Saint Angelo girls on a journey of mutual understanding and acceptance. Not only were we given the opportunity to understand more about other faiths, but we were also given the privilege to educate others about the essence of Islam. This day unfolded with wise words from Joumana Al-Hanouni, as she presented an inspiring and passionate speech in relation to interfaith. This was followed by a detailed and inspirational speech by Mr. Harris, explaining Islamic teachings, practices and ethics. Our guests were then invited to explore the fine designs of the Auburn Gallipoli Mosque, and also given the opportunity to ask questions about our faith, daily lifestyles and practices. Overall, this was a delightful experience which enriched and enhanced our understanding of our multi faith and

diverse society. As new friends were made, and new knowledge was learnt, we are grateful to have contributed to this enriching and powerful experience. -

### **Years 7 – 10 Ramadan Countdown Calendars**

Ramadan is a very exciting and memorable time for every Muslim and this year with the lead up to the most awaited month of the Islamic calendar, the SRC team came up with an idea to design Ramadan calendars for their classes. SRC members busied themselves producing decorative calendars which they hung around the school, crossing off day by day. It was an engaging way to get the school involved in the hype of Ramadan and it was a reminder to all of us that we were getting closer and closer to our most blessed month.

### **Rest of 2015**

For term 4 of 2015, the SRC and Captaincy team have planned to host awareness of White Ribbon Day; a male led Campaign to end men's violence against women. We plan to invite guest speakers and encourage students and teachers to wear a white ribbon as a sign of their support for this heartfelt and important campaign.

To celebrate being a part of the AIA community, the SRC team have also come up with a competition for students to design posters and write poems about the school ethos. The competition will be open to all secondary students and we hope to ignite some fierce written and visual flames!

## **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, 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.

#### **STUDENT SATISFACTION**

Participation levels in the full range of student activities were exceptional at the Academy during the course of 2014. Students were fully engaged in their academic programs, participated fully in numerous co-curricular activities and continued the strong focus on Community and Service activities.

**General Students Survey, ALL students**

<b>AREA OF FOCUS</b>	<b>COMMENT</b>
<b>Motivation and Encouragement</b>	Most students are generally positive when it comes to being motivated to learn, given opportunities to succeed and lessons are challenging.
<b>Teacher Feedback</b>	Majority of students find the teacher feedback useful.
<b>Respect and Fairness</b>	Students feel less positive about being treated with respect by adults at the school or being treated fairly when breaking the rules.
<b>Discipline</b>	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.
<b>Student collaboration and respect</b>	Students like collaborating with each other and care and respect one another and believe the school encourages this behaviour.
<b>Awards</b>	Students strongly disagree that they are given enough rewards for being good.
<b>Bullying</b>	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.
<b>Culture and Race</b>	The majority of students believe that there is respect for other cultures and ethnicities.
<b>Cleanliness</b>	Students are less positive about the cleanliness in the school, especially the playground and building.
<b>Class management</b>	Students strongly agree that most teachers are able to manage the class effectively
<b>Differentiation</b>	Students agree that teachers go out of their way to help students achieve the best results

All students satisfaction - 65.49%

**Student Surveys on Resilience, Boys Years 7 – 12**

<b>AREA OF FOCUS</b>	<b>COMMENT</b>
<b>GOALS</b>	Boys are strongly positive about future goals
<b>WHAT TO DO WHEN PROBLEMS ARISE</b>	Boys are neutral or less positive about knowing who to go to for help or working out problems on their own.
<b>INTERACTION WITH OTHERS</b>	Boys enjoy working with others and are understanding and caring towards others, however, they are less positive about finding someone to talk with when they are having a problem
<b>UNDERSTANDING SELF</b>	Boys are very positive about understanding their self.
<b>FRIENDS</b>	Boys' relationships with their friends is positive. They have friends who care for them and talk to when having a problem. Their friends are usually friends who stay out of trouble, do well in school and are trustworthy
<b>HOME</b>	The home environment is quite encouraging and uplifting. Boys generally have parents who care about their schooling and problems. At home boys are usually part of the decision making.
<b>OUTSIDE HOME AND SCHOOL, THERE IS AN</b>	Outside home and school boys generally have someone who cares about them and want them to be a success and are trustworthy.

<b>ADULT WHO...</b>	
<b>OUTSIDE OF MY HOME AND SCHOOL...</b>	More boys take part in activities, such as sports and music

Boys 7-12 Satisfaction - 81.63%

### Girls Years 7 – 12

AREA OF FOCUS	COMMENT
<b>GOALS</b>	Girls are strongly positive about future goals. Very similar to the boys
<b>WHAT TO DO WHEN PROBLEMS ARISE</b>	Girls generally know where to go to for help, however, they are less positive about working out their own problems compared to the boys.
<b>INTERACTION WITH OTHERS</b>	Girls are less positive when identifying things they can do well. Girls are more comfortable with working and understanding others
<b>UNDERSTANDING SELF</b>	Girls are less positive than the boys about understanding their self
<b>FRIENDS</b>	Girls are more positive about their friends than the boys are. Their friends are caring
<b>HOME</b>	Girls are more positive about the home environment in regards to following rules, someone interested in their school work and success. However, they feel less positive about parents talking to them about their problems. More girls do not believe they do things to make a difference, whereas more boys believed they did. Girls were neutral about decision making in the family.
<b>OUTSIDE HOME AND SCHOOL, THERE IS AN ADULT WHO...</b>	Outside home and school girls generally have someone who cares about them and want them to be a success and are trustworthy, almost the same as the boys.
<b>OUTSIDE OF MY HOME AND SCHOOL...</b>	Girls take less part in sports, clubs or hobbies, however, girls more than boys help people

Girls 7-12 Satisfaction - 74.58%

**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).

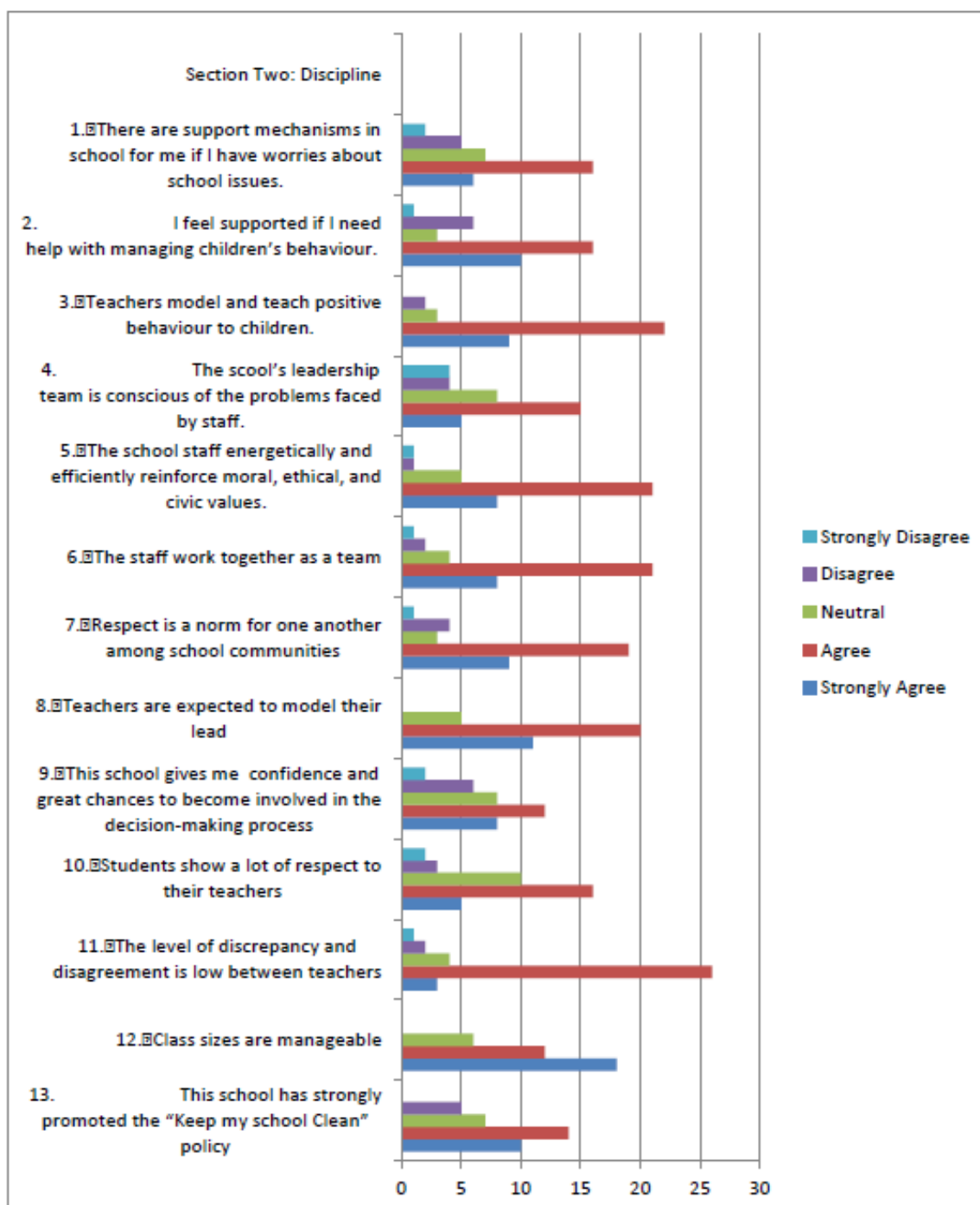
However, many of our families take overseas holidays in the middle of the year where it is summer in other parts of the world. The class roll is marked twice daily.

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

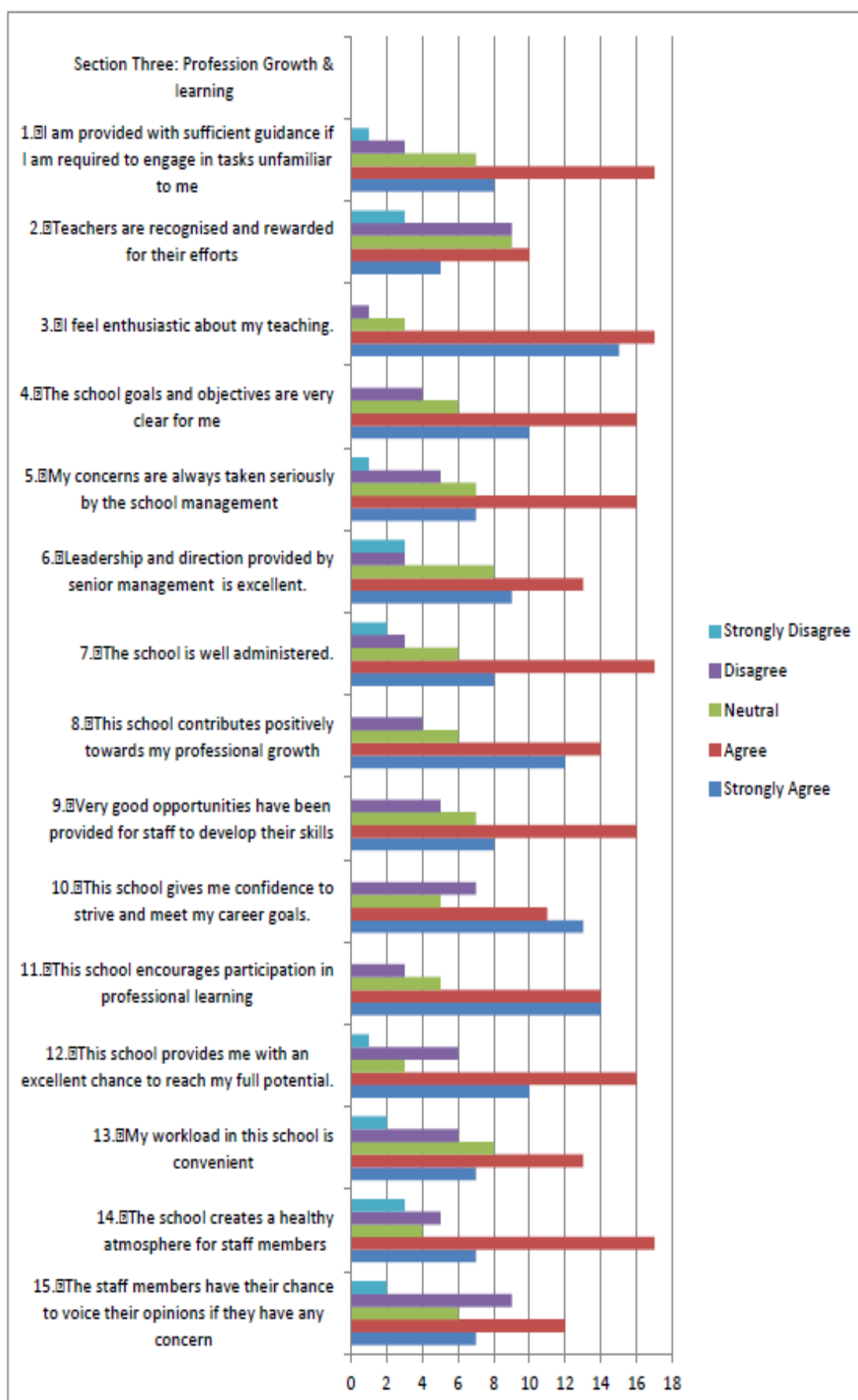
Parents are regularly informed of the attendance policy during information nights.

Office staff are in regular contact with parents after absences

## Staff Survey 2015



## Staff Survey 2015





## REPORTING AREA 17

### SUMMARY FINANCIAL INFORMATION

### ACADEMY SENIOR FINANCIAL MANAGER-

2015 Sydney Strathfield Business Manager's Report

## Senior Financial Manager 2015 Report

### Strathfield

I would like to start this report by thanking AIA Strathfield staff for their commitment to their role and their approach to parents, students and the wider community.

Once again, the Board is satisfied that the AIA financial performance remains in good shape, thus providing it with the confidence to target and achieve optimum results.

In 2015 School Year, the team at AIA has focused on delivering value for the community, through both hands-on policies and portfolio management.

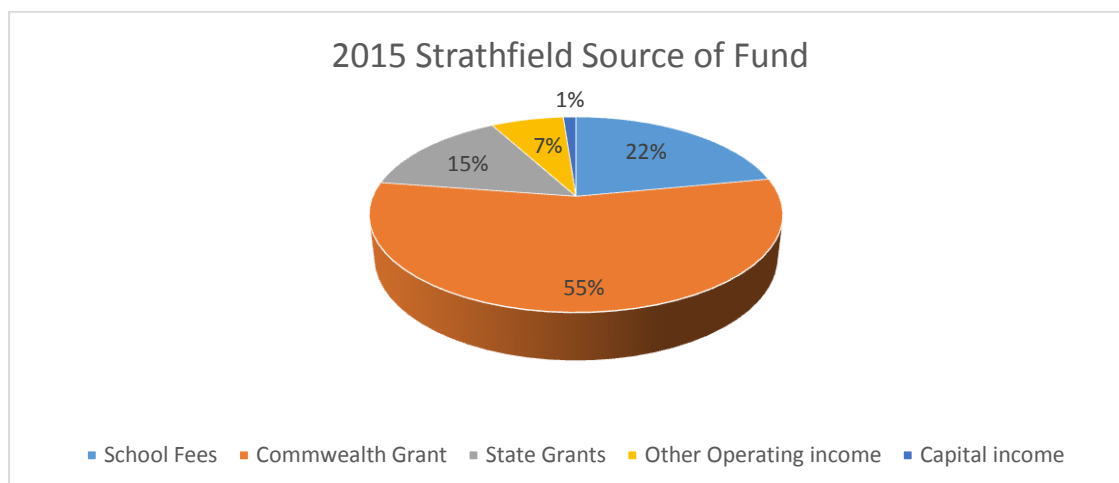
As you are aware, due to the age of the building AIA is continually improving the school site and we are very proud of the development and maintenance of the school buildings and grounds.

It was a challenging year for the Academy however with the support of all staff, parents and volunteers we find overcoming any issue to be easy.

As head of the Finance Department, I am pleased to report a strong set of results our aim is to provide financial viability and sustainability to serve and provide our students with the best staff and learning tools. AIA achieves this by following practical guidelines, key performance indicators, and having the Academy's finance reviewed by external entities.

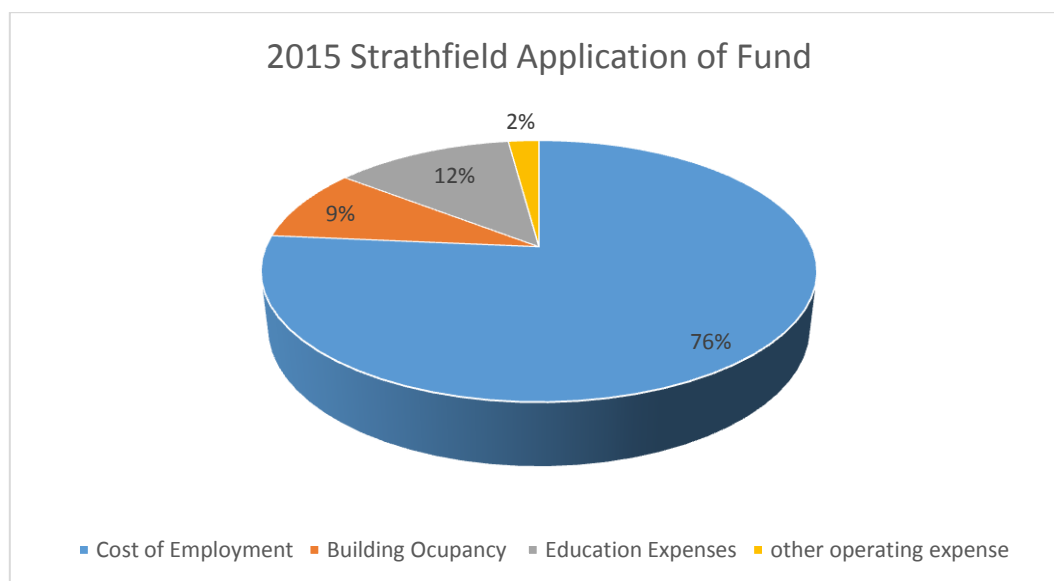
The graph below displays income for the year ended 31 December 2015

### Income



The graph below displays expenditure for the year ended 31 December 2015

### Expenditure



### 2016 Strathfield News

#### AIA managed to invest in capital as follows

- Ongoing building and maintenance at Strathfield Campus \$112,118
- Furniture and equipment including development of the Academy sports equipment \$22,787
- Computer and IT equipment for the benefit of students costing \$26,410

In 2015 the school liaised with Strathfield City Council in relation to approved DA for external works.

Now AIA appointed a Drainage consultant to remedy council concerns.  
The school is committed to keeping building and grounds in good condition to continue providing education to students.

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

## AIA Strathfield, Kindergarten to Year 12

