

AUSTRALIAN INTERNATIONAL ACADEMY OF EDUCATION LTD.



ANNUAL SCHOOL REPORT

2024

AUSTRALIAN INTERNATIONAL ACADEMY OF EDUCATION LIMITED

STRATHFIELD



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Theme 1: Context

Messages from Key School Bodies

Board Chairman Message

The Australian International Academy Ltd enjoyed a year of stability, growth and consolidation in 2024.

With the change of executive structure to the school; Mr Ibrahim Elkadomi, the CEO of the AIA Ltd has significantly increased the collaboration across Kellyville and Strathfield campuses and improved the systems and processes for administration, accounting as well as compliance together with his very hard-working team including the school accountant, Mrs Safura Tariq and our inhouse legal and compliance officer, Mrs Nada Abdelfattah. Strathfield campus has seen significant improvements as well under the leadership of Mrs Bedrieh Kheir. 2 new modulars were installed to improve the learning space and accommodate more students. With a lot of hard work from the whole school team in Strathfield, we received our authorisation for the IB diploma which will commence with the year 11 students starting in 2025 inshallah. We received glowing commendations from the IB assessing team reflecting the dedication and commitment of the whole school to the IB programme.

Both schools now offer the full continuum of the IB program, including primary year program (PYP), middle year program (MYP) and the IB diploma (IBDP) alhamdulillah.

As always, the credit for the school's ongoing growth goes to our dedicated, hardworking staff and the collegial working environment within the school. Our goal is to achieve the best results for our students academically and personally and continue to guide them with the principals of Islam with the ultimate goal of pleasing Allah SWT in all we do.

I would like to wish our year 12 students all the best for their upcoming HSC exams and in all their future endeavours inshallah.

Kind regards,

Dr Ihab El Sokkari

Chair, AIA Ltd board



Academic CEO

As we close off 2024, we are grateful for the blessings and successes that has shaped another transformative chapter in the journey of the Academy (AIA).

Key developments in 2024:

In alignment with our commitment to delivering a holistic, faith-based education, the School Board is pleased to announce that the Academy will be refinancing its debt through a A new Islamic Finance offering from NAB who are currently servicing Islamic schools in Australia.

Strathfield campus has seen campus wide upgrades from refurbishment of classrooms, completion of three modular classrooms and an IT infrastructure overhaul for the primary school giving our staff the necessary tools to support our students' academic and personal development. There will be further refurbishments in 2025 to the secondary building and the outdoor areas Insha'Allah.

Staff recruitment has been a challenge for all schools across the country unfortunately due to the national shortage of qualified educators. Despite these challenges, we are committed to ensuring that our students continue to receive the highest level of education. The executive team of both schools continue to work tirelessly to attract experienced and talented staff.

AIA will continue to invest in staff welfare and professional development programs. The success of our school is due in large part to the dedication and passion of our staff. This year, we are continuing our focus on staff well-being and professional growth.

I would like to extend my gratitude to AIA's dedicated teaching and non-



teaching staff for their tireless commitment to the Academy and school community. Your work is valued and the success of our school's is because of you.

We are excited about the opportunities and growth that lie ahead in 2025 and are grateful for the AIA community ongoing support as we work together to provide the best possible education for our children. Together, we can ensure that our school remains a place where students flourish, inspired by both their learning and their faith.

Principal's Message

As we bring 2024 to a close, I am immensely proud to reflect on a year filled with achievements, challenges, and growth here at our Islamic and IB World School. It has been a privilege to witness our students embodying the values of faith and scholarship, showing resilience and curiosity in their learning journey. In blending Islamic principles with the IB Learner Profile, our students continue to develop as compassionate, thoughtful, and ethical individuals, carrying forward the wisdom of our tradition while being engaged global citizens.

Our shared commitment to academic excellence and character development has been evident in all aspects of school life this year. Our Year 12 graduates, the Class of 2024, leave us with memories of their dedication to their studies, leadership in service, and creative initiatives. Their success is a reflection of the hard work of our teachers and the support of our parents. I extend my warmest congratulations to each of them as they move into the world with strong faith and knowledge.

This year, our students engaged in exciting projects and initiatives that have deepened their connection to both their local and global communities. Our Primary and Secondary school collaborated to allow students to connect with local charities, raising funds and providing hands-on support for those in need. These activities not only created an appreciation for empathy and social responsibility but also exemplified the values of service, a central aspect of both the Islamic tradition and the IB's mission.

On the academic front, our participation in events such as Numeracy & Literacy week, literary events, and sports competitions saw students excelling across diverse fields, demonstrating their ability to balance inquiry, creativity, and sportsmanship. Our focus on



multilingualism has seen more students engage with foreign languages and celebrate Mother Tongue Day with readings, presentations, and shared stories in their native languages—a celebration of cultural diversity that strengthens our community bonds.

This year, we were delighted to welcome two outstanding new Deputy Principals to our leadership team, Mr. Harris and Mr. Akkawy. Both have brought a wealth of experience and a fresh perspective to our school, strengthening our commitment to student management, curriculum innovation, and teacher support. Mr. Harris has been instrumental in strengthening the IB curriculum and creating a positive, respectful school culture through his focused approach to student wellbeing and discipline, while Mr. Akkawy has provided valuable insights into curriculum development, enhancing our academic programs with creativity and rigor. Together, they have been dedicated to supporting our teachers, encouraging them in their professional growth and ensuring our students receive a dynamic, enriching education. We look forward to seeing the positive impact of their leadership continue in the years ahead, as they play an integral role in helping our school and students thrive.

As a school, we are deeply grateful to our parents for their continued partnership, support, and engagement in their children's education. From parent-teacher meetings to volunteering in classrooms and school events, your involvement has enriched our students' experiences and made our community even stronger.

Looking forward, we remain committed to providing a nurturing environment where our students can explore, innovate, and grow, grounded in faith and inspired by the values of integrity, respect, and responsibility. With Allah's guidance and our collective efforts, I am confident that we will continue to build a school community that inspires excellence, service, and compassion in every student.

Bedrieh Kheir
Principal



ACADEMY HISTORY

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

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

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

AIA is an IB World school offering the International Baccalaureate Primary Years Programme (IBPYP) for Kindergarten to Year 6, the Middle Years Program (IB MYP) for Junior High School students Years 7 to 10, the Diploma Programme for students Years 11 and 12 (IBDP) as well as offering the HSC. The IB programme is a student-centred approach enabling students to develop important attributes and skills necessary for success at all levels of education, while its focus on internationalism and community service allows students to prepare themselves to be active, thinking, caring and involved World citizens.

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

Students attending the School are from 60 plus different suburbs around Sydney. The Academy's population is made up of students from a wide range of ethnic and cultural backgrounds including Arab, Turkish, Indian, Pakistani, Bangladeshi, Indonesian, Malaysian,



Somali, European, South African and others. Overseas students are accepted as well as local residents.

The Academy staff is likewise composed of a rich international mixture which includes Muslim and non-Muslim staff, and the Academy enjoys a high Staff retention rate.

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

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

Values Education

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

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

Student Welfare

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

Co-Curricular Programme



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

AIA Board

AIA is a company limited by guarantee and is governed by a highly professional and dedicated Board. The Board is responsible for the financial and property management side and also sets the strategic direction of the Academy and its schools (Kellyville and Strathfield). The Board is also responsible for overseeing the management and financial operation of its Schools, the safety and welfare of students and staff, and the education programs and policies.

The Operational matters of the school are delegated to the Principal and CEO, assisted by the Deputy Principal and a Senior Executive Team.

Priority areas for improvement: The Tradition of Excellence.

The Academy has maintained its tradition of Excellence throughout the years.

The Academy tried to achieve this through three big ideas:

1. A culture of collaboration
2. Learning at high levels for all students
3. A focus on results

AIA is an IB World school offering the International Baccalaureate Primary Years Programme (IBPYP), the Middle Years Program (IB MYP) for Junior High School students and the New South Wales HSC for years 11 and 12 and the IB Diploma from year 11 2025. The IB programmes are 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.

Vision and Mission

Our aim is to provide quality education in a caring and supportive Islamic faith environment. We encourage our students to aim for personal excellence and to develop skills for independent learning and critical thinking. We utilise a variety of programs to promote self-esteem, self-discipline, responsibility and leadership. We aim to foster in our graduates, an



awareness of interdependence as members of a multicultural community and the world, and to develop in them a sense of service as well as a commitment to act with justice and compassion.

Our Academy's Vision and Mission statement can be found [here](#).



Theme 2: Outcome and Results

HSC Results 2024

HSC – Year 12

The school had 27 students in Year 12 HSC in 2024. The HSC subjects offered were as follows: Biology, Business Studies, English Standard, IPT, Legal Studies, Mathematics Advanced, Mathematics Standard, PDHPE, Physics, Studies of Religion II and Visual Arts.

All students successfully completed their HSC requirements and received their HSC credentials and Australian Tertiary Admissions Ranking (ATAR) in 2024. All students received an HSC Certificate for completing Year 12. Almost 26% of students achieved ATAR results of 80 or higher, with the highest ATAR being 95.75. Congratulations to all 27 students who have been offered university admission.

Below is the table showing Year 12 HSC 2024 School Group Statistics:

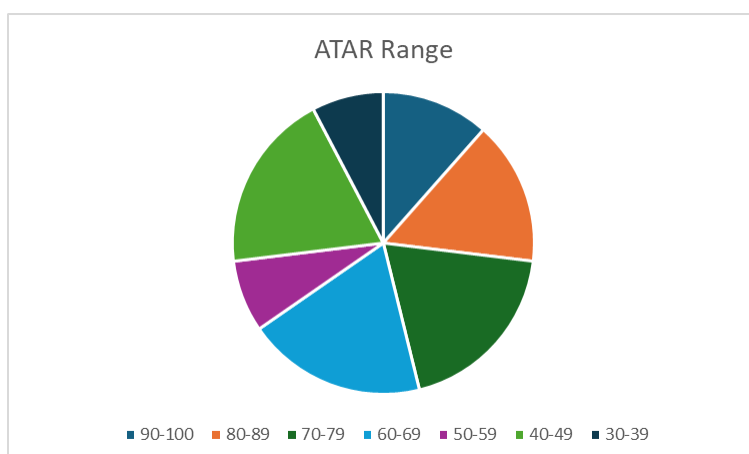
Name	Course	Students Included	Students Omitted	M.A. Mean	M.A. S.D.	Ass Mean	Ass S.D.	E.M. Mean	E.M. S.D.	State E.M. Mean	State E.M. S.D.	School/State Variation	Z-score
Biology 2 unit	15030	12		76.98	8.49	69.50	17.08	75.47	9.74	73.89	11.70	1.58	.14
Business Studies 2 unit	15040	17		77.09	11.20	63.47	19.05	77.06	10.80	73.45	13.40	3.61	.27
English Standard 2 unit	15130	27		78.21	8.92	68.56	12.82	77.65	6.97	71.40	8.28	6.25	.75
Information Processes and Technology 2 u	15210	9		73.07	10.28	74.00	18.79	72.04	9.72	71.76	13.52	.28	.02
Legal Studies 2 unit	15220	13		77.40	11.00	62.62	22.82	77.60	11.88	75.55	12.70	2.05	.16
Mathematics Advanced 2 unit	15255	6		70.27	9.51	70.67	12.54	70.43	10.61	78.43	11.53	-8.00	-.69
Mathematics Standard 2 2 unit	15236	19		68.43	14.65	72.68	13.89	68.71	13.30	71.63	13.05	-2.92	-.22
Personal Development, Health and Physica	15320	12		75.60	11.11	71.25	16.69	74.32	11.19	74.03	11.21	.29	.03
Physics 2 unit	15330	4		60.00	3.16	66.75	7.60	60.00	3.93	73.75	13.38	-13.75	-1.03
Studies of Religion II 2 unit	15380	6		79.33	5.42	68.00	9.43	79.17	4.97	77.45	10.79	1.72	.16
Visual Arts 2 unit	15400	9		80.93	2.36	72.78	8.28	80.09	3.77	81.90	7.98	-1.81	-.23

All 27 students received offers from various universities. The table below shows courses and universities students received offers from and are currently enrolled in:

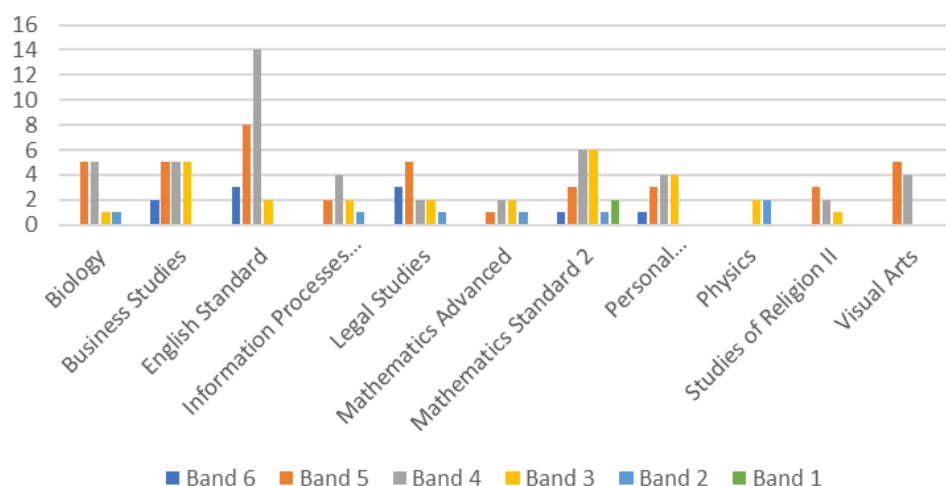
University	Course(s)
Macquarie University	B Eng (Hons) (Software)
Macquarie University	B Commerce/B Laws
UNSW	B Vision Sc/M Clinical Optometry
University of Technology Sydney	B Economics B Laws
Macquarie University	B Chiropractic Science
University of Wollongong	Dip Eng/B Eng (Hons)

University of Technology Sydney	B Eng (H) Software
Western Sydney University	B Eng (Hons)/B Bus
University of Technology Sydney	B Business B Laws
Macquarie University	B Speech & Hearing Scs
Western Sydney University	B Hlth Science (Hlth Prom)
Western Sydney University	B Midwifery
University of Sydney	B App Sc (Occup Therapy)
University of Technology Sydney	B Laws
University of Sydney	B Engineering Hons (Software)
Western Sydney University	B Nursing
Western Sydney University	B Cyber Secur & Behaviour
Western Sydney University	B Hlth Science (Spt & Exer Sc)
Western Sydney University	B Med Sc
Macquarie University	B Sph & Hearing Sc/B Psych
University of Sydney	B Ed (Hlth & Phy Ed)
Macquarie University	B Laws
Macquarie University	B Sph & Hearing Sc/B Psych
University of Sydney	B Education (Secondary)
Western Sydney University	B Occ Therapy
Western Sydney University	B Speech Pathology
Macquarie University	B Eng (Hons) (Civil)
Uni of Technology Sydney	B Construction Project Mgt
Western Sydney University	B Construction Mgt (Hons)=

Distribution of ATAR Range 2024:



Band Summary



Year 12 Qualification/Certificate	Percentage of Students
2024 HSC	100%
2024 Vocational Certificate	0%

NAPLAN Results 2024

In 2024 the students in Year 3, 5, 7 and 9 participated in the National Assessment Program Literacy and Numeracy (NAPLAN). This testing was introduced by the federal government in 2008 so that parents have an indication of how their child is performing nationally in these crucial areas of education. Performance in NAPLAN is documented on the myschool website www.myschool.edu.au

	2023	2024			
Compare to	<input checked="" type="radio"/> Students with similar background	<input type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	390	451	421	403	395
Year 5	484	490	515	506	486
Year 7	534	545	553	545	545
Year 9	582	602	596	590	584

NAPLAN participation for this school is 100%

NAPLAN participation for all Australian students is 95%

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

	2023	2024			
Compare to	<input type="radio"/> Students with similar background	<input checked="" type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	390	451	421	403	395
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NAPLAN participation for this school is 100%

NAPLAN participation for all Australian students is 95%

Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

The NAPLAN results provide the school with a wealth of data showing strengths and weaknesses of students across the different components of Reading, Writing, Spelling, Grammar and Numeracy. In 2023 the NAPLAN exam was brought forward to be conducted in March. This meant that results were available to schools earlier in the year to inform school and system teaching and learning programs. The NAPLAN proficiency standards include 4 proficiency levels for each assessment area at each year level:

- **Exceeding:** the student's result exceeds expectations at the time of testing.

- **Strong:** the student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** the student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

YEAR 3 – 32 students YEAR 5 – 44 students	STATE MEAN STATE MEAN	AIAE MEAN AIAE MEAN
Reading	492	484
Writing	485	490
Spelling	486	515
Grammar & Punctuation	498	506
Numeracy	489	486

YEAR 7 – 45 Students	STATE MEAN	AIAE MEAN
Reading	535	534
Writing	563	545
Spelling	540	553
Grammar & Punctuation	537	545
Numeracy	540	545

YEAR 9 – 37 Students	STATE MEAN	AIAE MEAN
Reading	565	582
Writing	574	602
Spelling	567	596
Grammar & Punctuation	555	590
Numeracy	565	584

Theme 3: Staffing

Accreditation and Workforce Composition

At our school, we embrace staff from all different backgrounds and our staff are a diverse blend of a variety of ethnicities and faiths. Whilst we currently do not have any staff members who identify as Aboriginal or Torres Strait Islander, we encourage such applications.

We frequently encourage staff to participate in professional development workshops through the network, AIS, NESA and IBO. We also provide support and encouragement for staff to gain higher levels of accreditation.

Teacher Accreditation	
Level of Accreditation	Number of Staff
Conditional	5
Provisional	8
Proficient	28
Experienced	0
Non- Accredited – Islamic Studies & Junior School Arabic Studies Teachers (non-NESA subjects)	5

Full Time Equivalent Workforce	
Position	Number of Staff
Full-Time Equivalent Teaching staff	38
Part-Time Equivalent Teaching staff	8
Full-Time Equivalent Non-Teaching Staff	12
Part-Time Equivalent Teaching staff	6
Female Staff	39
Male Staff	25



Theme 4: Attendance

Attendance Results and Management of Student Non-Attendance

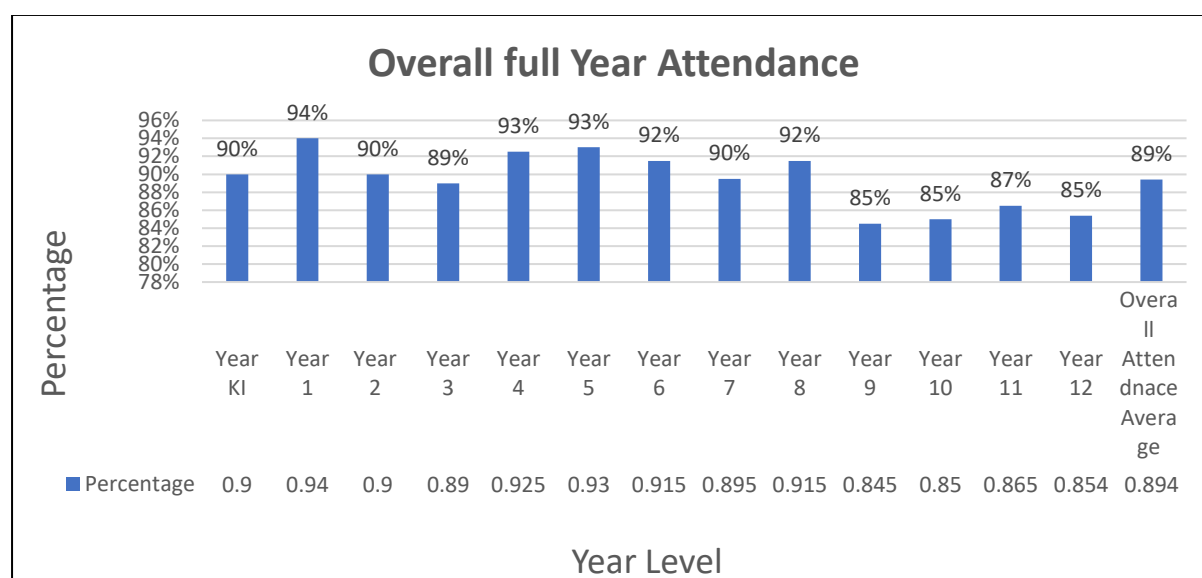
Introduction

At Australian International Academy of Education Limited, Strathfield, we employ specific processes to maximise learning opportunities by ensuring absenteeism of students is kept to a minimum. Procedures for managing absenteeism within the School are managed by the Head of School and the Student Registrar. The relevant Policy is the [Student Attendance Policy and Procedure](#).

2024 Overall Full Day Attendance Rate	
Year Level	Percentage
Year KI	90%
Year 1	94%
Year 2	90%
Year 3	89%
Year 4	93%
Year 5	93%
Year 6	92%
Year 7	90%
Year 8	92%
Year 9	85%
Year 10	85%
Year 11	87%
Year 12	85%
Overall Attendance Average	89%

Student Attendance Rate 2024

Attendance Rate	
Year Level (Sector)	2024
Primary (KI - 6)	91%
Secondary (7 - 12)	92%





Daily Attendance Register

The School keeps a register of daily attendance of all students at the School. Attendance Registers are in a form approved by the Minister for Education and record daily attendance or absence, reason for absences and evidence to support the reason for absences.

Monitoring Student Attendance

Where a student is unsatisfactorily absent from school, the School will contact the parents directly to seek an explanation and to remind parents of their child's obligation to attend school. Where parents repeatedly fail to inform the School of absences, they will be contacted directly seeking an explanation and to remind them of their obligation to report absences.

Specific processes are detailed below:

- Where a reason for absence has not been provided within 2 days, the Student Registrar will contact the parent of the absence to seek a reason and request that they complete a Notice of Absence Form which attaches an Absence Record for the parent to complete and return.
- Where an absence has continued for more than 2 consecutive days without any notification to the School, the Student is issued a Written Warning which is sent to the student's parent and the student's Form Teacher is informed via email by the Student Registrar who in turn updates the School Management System.
- If there are any underlying concerns associated with the absence, the student is referred to the School Counsellor and the Principal and Form Teacher is informed.
- All short-term, long-term and overseas travel absences require prior written approval via the Principal before taking that absence. All such absences are recorded via the Student Management System.

Theme 5: School Policies

Policies and Procedures

At Australian International Academy we manage student safety and duty of care through a combination of policies, staff learning, assurance and reporting. These processes and procedures are adopted to meet our Student Duty of Care obligations, including defining roles and responsibilities.

Policy	Details	Access
Student Enrolment Policy and Procedures	Admissions and enrolments of students from Kindergarten to Year 12 is governed by this Policy.	Student Enrolment Policy and Procedures
Child Safe Program	All children and young people who come to the School have a right to feel and be safe. We are committed to the safety and wellbeing of all children and young people.	Statement of Commitment to Child Safety Child Safety Code of Conduct Procedures for Managing Child Safety Incidents or Concerns – Parents and Students
Anti-Bullying	The School is committed to meeting its student duty of care obligations.	Bullying Prevention and Intervention Policy and Procedures
Complaints Handling Program	School leadership are committed to handling complaints effectively and efficiently through its establish Complaints Handling Program and online Complaint Form process.	Parent and Student Complaints Handling Policy and Guide
Student Discipline	The School has student discipline policies in place that are based on principles of procedural fairness and that do not permit corporal punishment of students and based on a Student Code of Conduct.	Student Management and Discipline Policy Student Code of Conduct

Theme 6: Stakeholder Satisfaction

Here are some insights into the feedback we've gathered from our school stakeholders, which highlights the overall satisfaction at various levels within our community.

We have received positive feedback from both parents, students and staff members. We have been able to gather valuable insights that reflect a strong sense of satisfaction and support for our school's initiatives and direction.

Summary of Student Feedback

Student Survey Results – Attitudes towards own learning

Students expressed positive attitudes towards:

- their own learning
- completion of homework / assignments;
- collaboration;
- research skills;
- independence;
- following classroom expectations and school policies;
- friendly and courteous
- Collaborative with peers and teachers
- Respectful towards belongings and others
- Punctuality to class and school

Student Survey Results - Teaching and Learning

- Quality teaching and learning
- Passionate teachers
 - Timely and effective feedback

Summary of Parent Feedback

- A majority of parents believe the school has met or exceeded their expectations
- Strong areas include e-learning, student wellbeing, and support for learning needs.
- Students are generally happy and feel safe at school.
- Teaching and especially non-teaching staff are seen as approachable and helpful.
- Parents feel their children are valued members of the school community.
- The leadership team is greatly appreciated, with noticeable improvements under the new Principal's leadership.
- Notable progress in ATL (Approaches to Learning) skills, especially in research skills.
- The school's vision of being a nurturing Islamic environment is recognised.



Summary of Staff Feedback

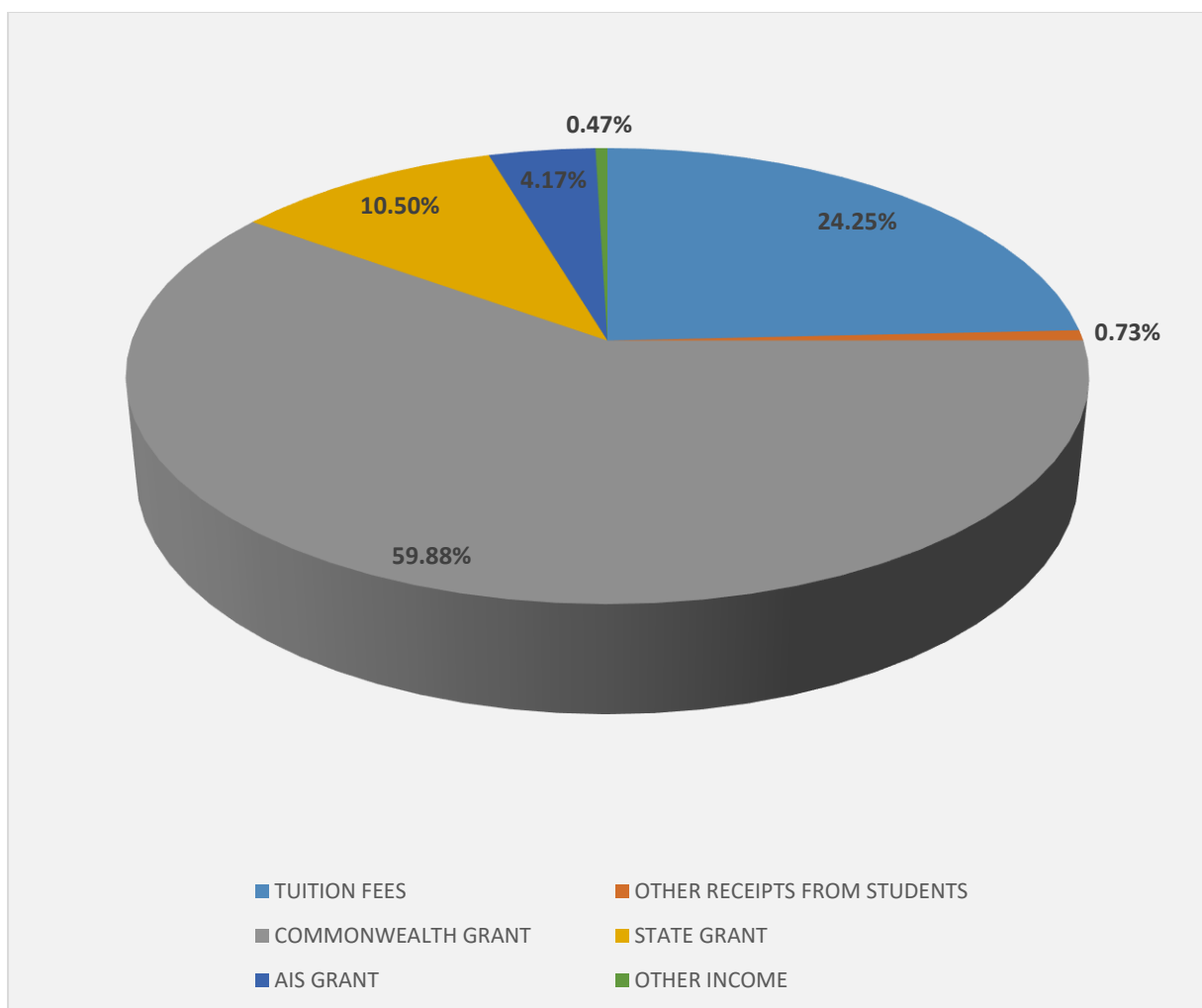
- Staff believe the school meets or exceeds expectations regarding its vision and IB statement.
- Overall staff wellbeing is positive, with high work satisfaction and respect for privacy by leadership.
- Staff feel well-supported in managing student behaviour and believe students are supported both academically and in their wellbeing.
- There has been noticeable improvement in the support provided to teachers.
- Clear goals, structured professional development, opportunities to voice concerns, and collaborative teamwork are strong areas.
- Teachers show strength in pedagogy, use of data, addressing individual student needs, providing feedback, and setting expectations.

Together, we will continue to strive for excellence and make our school an even better place for everyone.

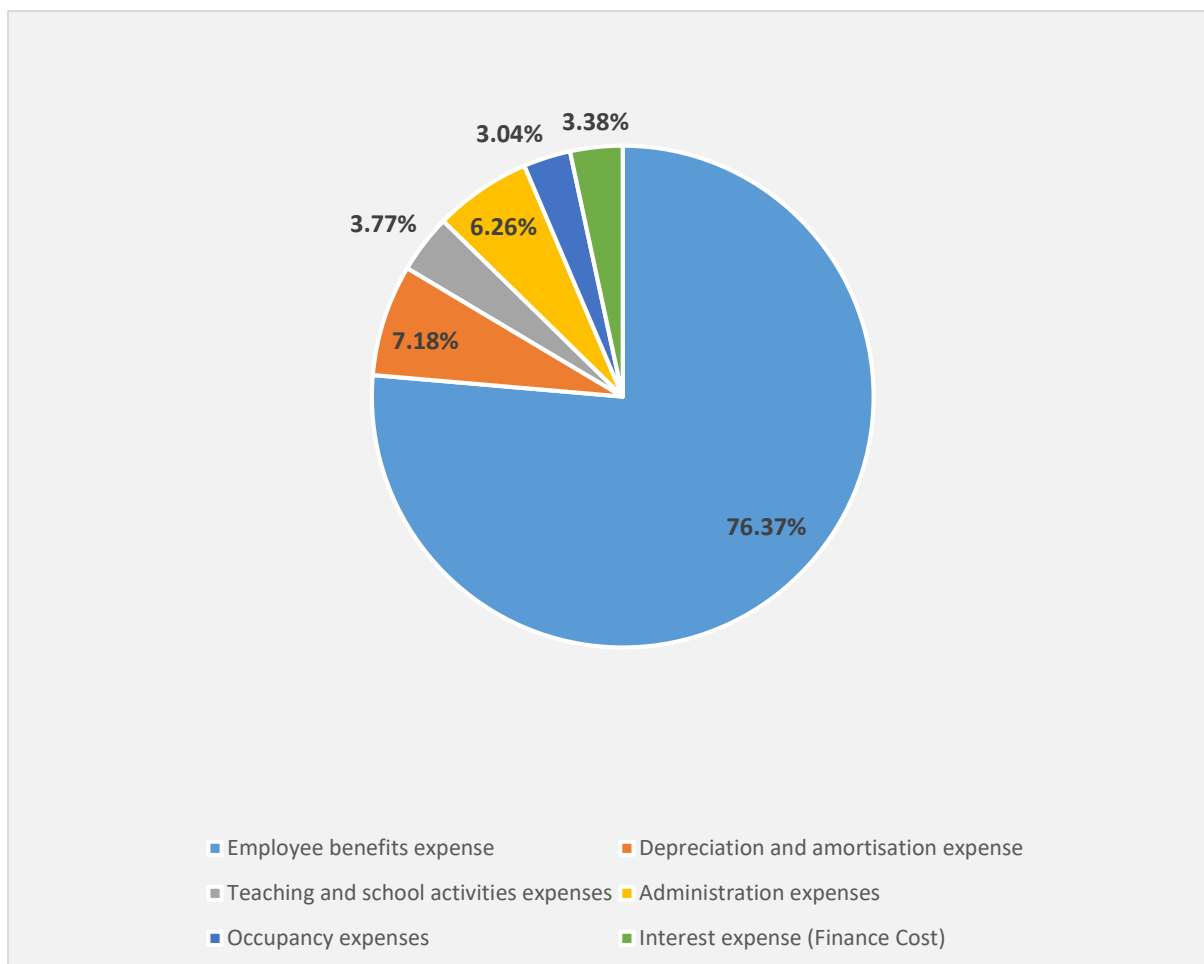
Theme 7: Summary Financial Information

2024 Academic year brought many challenges as well as opportunities for learning and growth for the school. The annual report shows how AIA Strathfield is progressing and developing as a school and outlines what has achieved.

2024 SOURCE OF FUND



2024 APPLICATION OF FUND



Capital Expenditure made up of

\$ 104k Computers and IT Equipment

\$ 53k Furniture & equipment

\$ 616k Building improvements

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



The following is 2024 Audited Financial Statement for Strathfield Campus

Strathfield School

Statement of Profit or Loss and Other Comprehensive Income

	2024	2023
Revenue and other income		
Gross tuition fees	2,461,284	2,372,153
Commonwealth grants	6,077,880	5,404,582
State government grants and other grants	1,065,773	1,397,353
AIS Grant	423,000	15,053
Other receipts from students	74,325	67,388
Other income	47,229	91,116
Total income	10,149,491	9,347,645
Expenses		
Employee benefits expense	6,696,672	6,667,364
Depreciation and amortisation expense	630,003	623,492
Teaching and school activities expenses	330,793	388,874
Administration expenses	549,098	457,738
Occupancy expenses	266,379	231,735
Interest expenses	295,970	312,902
	8,768,915	8,682,105
Surplus for the year	1,380,576	665,540
Other comprehensive income for the year	-	-
Total comprehensive income for the year	1,380,576	665,540

**Strathfield School**
Statement of financial position

	2024	2023
Assets		
Current assets		
Cash and cash equivalents	1,937,149	1,649,065
Trade and other receivables	657,332	245,618
Other assets	131,640	129,857
Total current assets	2,726,121	2,024,540
Non-current assets		
Property, plant and equipment	2,131,157	1,508,545
Right-of-use assets	4,576,633	5,056,560
Total non-current assets	6,707,790	6,565,105
Total assets	9,433,911	8,589,645
Liabilities		
Current Liabilities		
Trade and other payables	482,005	622,005
Contract liabilities	1,079,273	1,116,057
Lease liabilities	425,650	372,719
Employee benefits	860,293	837,250
Total current liabilities	2,847,221	2,948,031
Non-current liabilities		
Lease liabilities	5,454,140	5,879,790
Employee benefits	77,394	87,244
Total non-current liabilities	5,531,534	5,967,034
Total liabilities	8,378,755	8,915,065
Net assets	1,055,156	- 325,420
Equity		
Accumulated funds	1,055,156	- 325,420
Total equity	1,055,156	- 325,420