



AUSTRALIAN INTERNATIONAL ACADEMY

ANNUAL EDUCATIONAL FINANCIAL REPORT

KELLYVILLE CAMPUS

2017

Advancement
Determination
Faith

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REPORTING AREA 1

MESSAGE FROM KEY SCHOOL BODIES

Message from the Chairman of the Board

Dr Amjad HUSSAIN

Assalaam Alaykum wa rahmatullahi wa barakatuhu,

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

All the campuses which include, the Senior Campus at Merlynston, Junior Campus at Coburg, the Caroline Springs Campus (all in Melbourne) and the Strathfield and Kellyville Campuses (in Sydney) achieved good results in the NAPLAN National Testing Alhamdulillah. Building on the Year 12 students' high success in 2016, the current Year 12 students are aiming for high accomplishments this year InshaAllah.

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

The recently purchased Caroline Springs Campus at 183 – 191 Caroline Springs Boulevard, has settled in very well and is in fact attaining high success in the NAPLAN National Testing. At the Kellyville Campus in Sydney, Stage 3 construction has been completed this year and enrolments are increasing at a rapid pace Alhamdulillah. I urge parents and families living in and around Kellyville, Sydney and Caroline Springs, Melbourne to visit these campuses.

It is a great pleasure to announce the commencement of the first ever Girls Only Islamic Grammar School, from February 2018 in rented premises at 5 Stevenson Crescent, Caroline Springs, Victoria. This campus aims to cater for high quality academic and Islamic teachings as well as providing students with leadership skills InshaAllah.

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

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

Message from the Academy Director General

Mr Salah SALMAN AM



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

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

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

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

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

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

Islamic Schools Sports Association of Victoria

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

2018 Scholarships:

There were 32 Scholarship winners for 2018 School Year, in the following Categories: Quran Kareem, Academic Excellence, and Sports.

Message from the Principal Mrs Mona ABDEL-FATTAH

Schools are dynamic and exciting institutions, and ours is no exception.

Our excellent academic programmes, sound Islamic education and environment, extra curricular activities and programmes all provide the best possible opportunities for our students to develop to their highest level of spiritual, intellectual, emotional, physical and social competence.

These programmes encourage all students to succeed academically, to develop habits of good character and to participate actively in school life and in the wider local and international community. Through involvement and active participation our students not only show a commitment to their education but also develop exemplary talents and skills that are essential for living a healthy, productive and well-adjusted life.

The College is constantly reviewing its programmes and the provisions we make to help our students reach their highest potential, and as of next year, new Enrichment Programmes will be offered to all students in Years 7 and 8 in English and Mathematics. In addition to the differentiated instruction provided in the regular classrooms, the Enrichment Programmes will cater for students' varied needs and ensure increased educational outcomes for all our students.

Students of similar abilities, those with advanced skills and are achieving significantly above average year level in Maths and English, and those who are experiencing difficulties, will each be grouped together for enrichment & acceleration, or enrichment & support.

The Enrichment Programmes allow us to identify students with above average ability and those in need of support and to plan programmes that involve them in challenging and stimulating activities to enhance their academic growth. This initiative will undoubtedly encourage excellence in all forms-academic, intellectual, interpersonal and creative.

One of our primary roles at the College is to create a community where students can develop faith in their ability and thus be motivated to do their best and to experience success. This has been clearly demonstrated in students' achievements throughout the year and the level of participation in the activities and experiences offered. Many of our students have represented our College in numerous competitions and activities-sports, debating, Public Speaking, Maths, Science, environmental projects, Harmony Project; just to mention a few, and they have done so in an outstanding manner, as can be seen throughout this magazine. Many people have contributed to this annual magazine, which captures many different

aspects of school life throughout the year. We hope that we've managed to convey to our readers the happiness, fulfillment, commitment and sense of personal and team achievement which is felt by those of us who are privileged to be closely involved with our school. It is this sense of commitment, fulfillment & achievement that is felt by students & staff that is the true measure of our Academy's success. I feel honoured to be part of a school full of very fine people whose primary role is to make this Academy a very special place, a place where our children can shine, feel safe, enjoy themselves, make friends, have the best possible opportunities within a caring Islamic environment.

Finally, I would like to thank all those who have contributed to the life of the College this year, especially our precious students, supportive parents and our dedicated and committed staff, teaching and non teaching.

Message from the Student Representative Council, Ms Jasmine THAM



The Primary Student Representative Council was a fabulous group of students from Year 2 to Year 6. Over the course of the year, the SRC developed as a strong team of school leaders and were involved in many aspects of college life. These ranged from playing the role of the playgrounds elves to strengthening our communication and public speaking skills during our weekly assemblies. The Primary SRC were highly enthusiastic to plan and organise a range of school events. These include Harmony Day, Book Week and the Mini Olympics. Another highlight was helping to coordinate the Primary Iftar during the holy month of Ramadan. We received many accolades from staff, parents, students and teachers.

The whole school end of year concert was another enthralling event and allowed us to present items in front of the whole school community as well as helping backstage.

The Student Representative Council is a platform for students to engage in important decision making within the Academy. They are also a body of students who work towards developing the school culture and environment. This year has been filled with many events and initiatives lead by the Student Council. They have lead weekly assemblies where they have managed to memorise the acknowledgement of country and understand its importance, as well as their involvement in major events such as Anzac Day, Harmony Day and Multicultural Day. It is my true belief that through such avenues we develop well-spoken and socially aware students. Well done to those who are involved in the Captaincy Team and Students Council.

REPORTING AREA 2

CONTEXTUAL INFORMATION ABOUT THE SCHOOL

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 and in 2013 a newly built campus in Kellyville, Sydney commenced operation. In the same year the Caroline Springs Campus, Melbourne, opened its doors to Prep to Year 7 students.

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/or 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.

Whilst we are not a selective school, all our campuses promote the highest achievement in both academics and spiritual life. Our curriculum provides children with a strong sense of community and values through the incorporation of the International Baccalaureate program and religious studies.

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/Principals, School Heads and Assistant Heads. The Board of Trustees meets 4 times each year or as many times as required. The Academy Board meets on a monthly basis

KELLYVILLE CAMPUS

The Australian International Academy, Kellyville Campus is located in the fast growing Hills region north- west of Sydney. This region is a unique combination of semi-rural farm-lets, older suburban homes and modern luxury residences adjacent to natural creeks and bushland.

The design of the Kellyville Campus complements the surrounds and provides large, airy, naturally lit spaces for learning to flourish. The grounds are littered with native plants making the environment of the school both aesthetic and sustainable.

Our campus opened in 2013 with 20 students from K-6. The secondary school commenced in 2014 with year 7 and 8 with a total number of students of almost 120 from K-8. In 2017 the numbers increased to approximately 370 students from Kindergarten to Year 11. The school completed its Stage 3 of a 6-stage building development with an eventual capacity for 800 students.

As a relatively brand new school we offer outstanding facilities for our students across our primary and secondary schools on the one campus.

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.

COLLEGE VISION STATEMENT

To have graduates who are well prepared and self-motivated to advance Australia and to participate effectively as World citizens with Muslim values

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 college 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 behavior 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 realize 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 well being, self confidence and independence. All teachers take a special interest in student welfare and are dedicated to providing them with care and support. Form teachers level coordinators, religious education staff and counselors provide guidance and counseling to assist students personal growth and academic progress.

Co Curricular Programme

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

REPORTING AREA 3

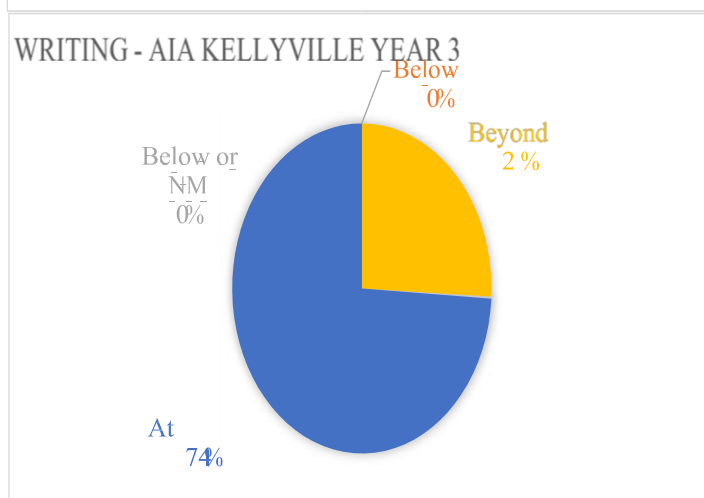
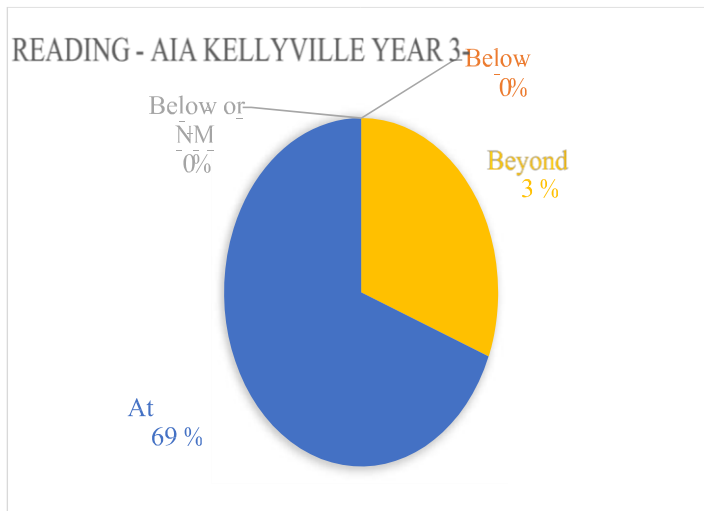
STUDENTS OUTCOMES IN STANDARDISED NATIONAL LITERACY & NUMERACY TESTING

NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN) 2016

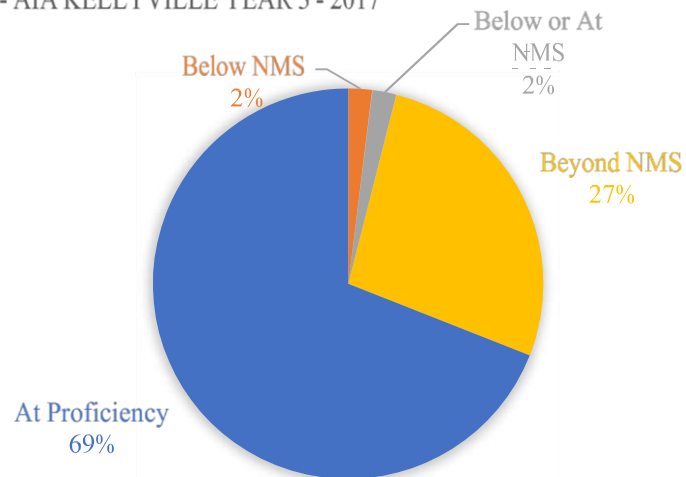
The Australian International Academy, Kellyville Campus participated in the NAPLAN tests. These tests are designed for teachers to identify areas of strength and of concern for teaching. The results shown below are for years 3, 5, 7 and 9.

AIA KELLYVILLE - YEAR 3 2017
NATIONAL MINIMUM STANDARDS TABLE

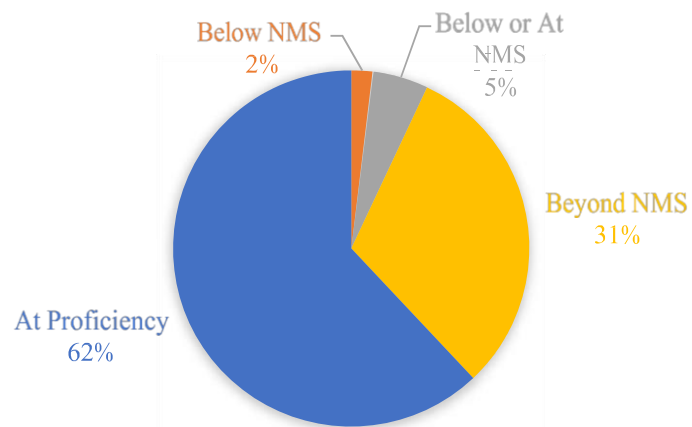
Components	Below NMS	Below or At NMS	Beyond NMS	At Proficiency
Reading	0%	0%	31%	69%
Writing	0%	0%	26%	74%
Spelling	2%	2%	27%	69%
Grammar & Punctuation	2%	5%	31%	62%
Numeracy	0%	10%	54%	36%



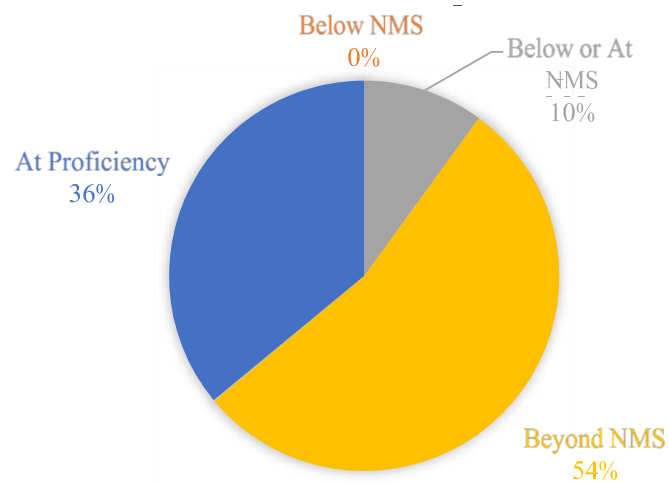
SPELLING - AIA KELLYVILLE YEAR 3 - 2017



GRAMMAR & PUNCTUATION - AIA KELLYVILLE YEAR 3 - 2017



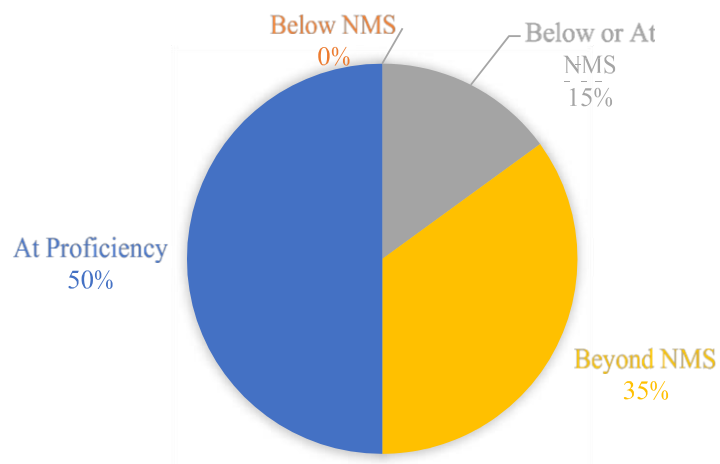
NUMERACY - AIA KELLYVILLE YEAR 3 - 2017



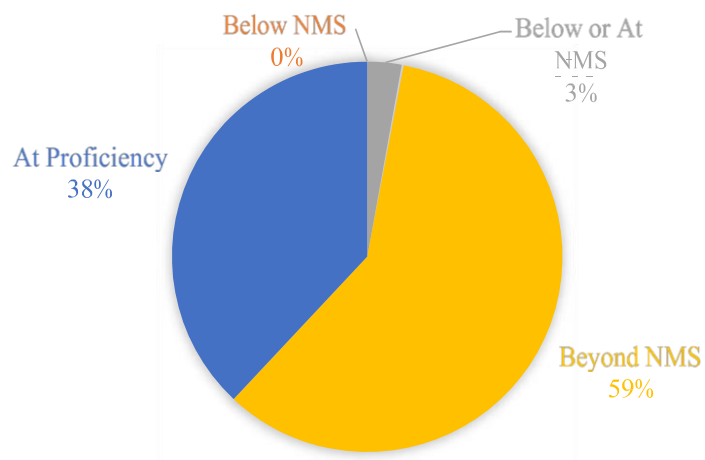
KELLYVILLE - YEAR 5 2017
NATIONAL MINIMUM STANDARDS TABLE

Components	Below NMS	Below or At NMS	Beyond NMS	At Proficiency
Reading	0%	15%	35%	50%
Writing	0%	3%	59%	38%
Spelling	6%	9%	35%	50%
Grammar & Punctuation	3%	6%	38%	53%
Numeracy	0%	3%	50%	47%

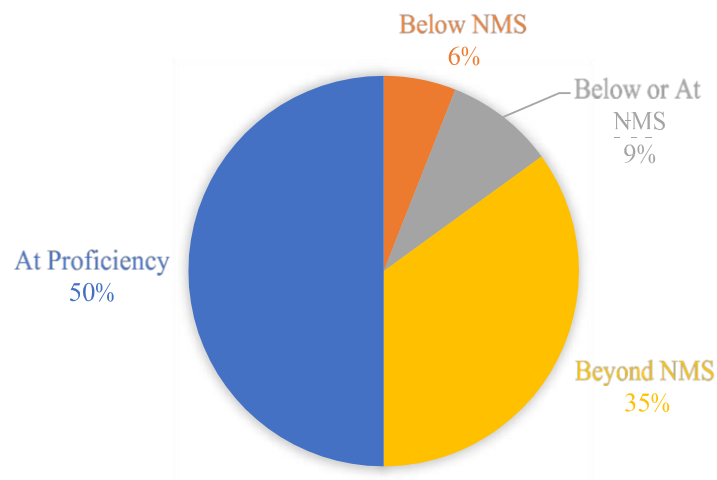
READING - AIA KELLYVILLE YEAR 5 - 2017



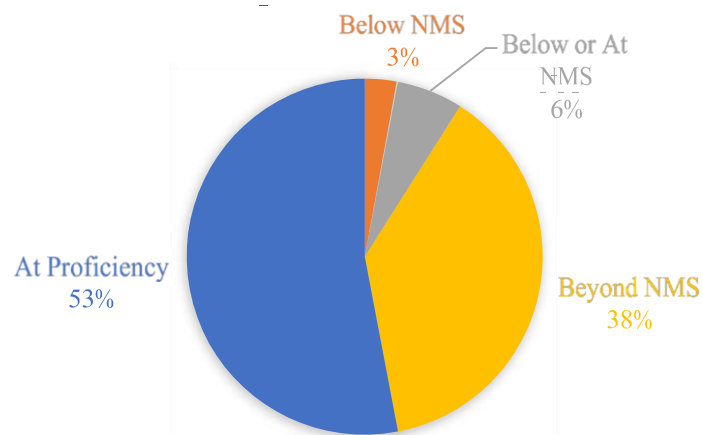
WRITING - AIA KELLYVILLE YEAR 5 - 2017



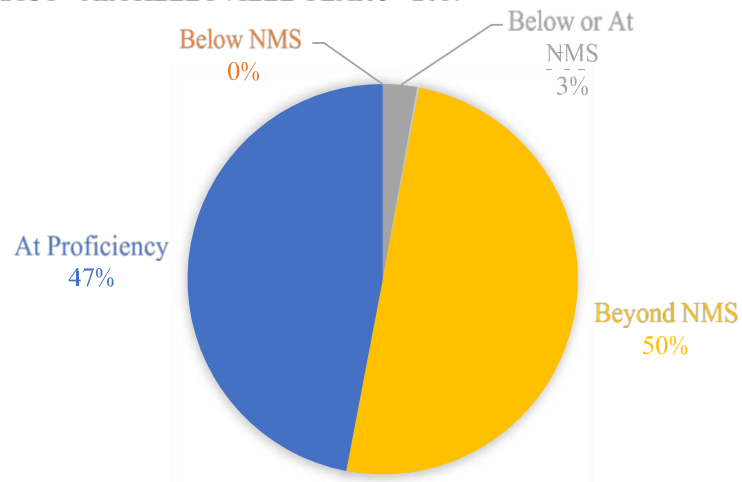
SPELLING - AIA KELLYVILLE YEAR 5 - 2017



GRAMMAR & PUNCTUATION - AIA KELLYVILLE YEAR 5 - 2017



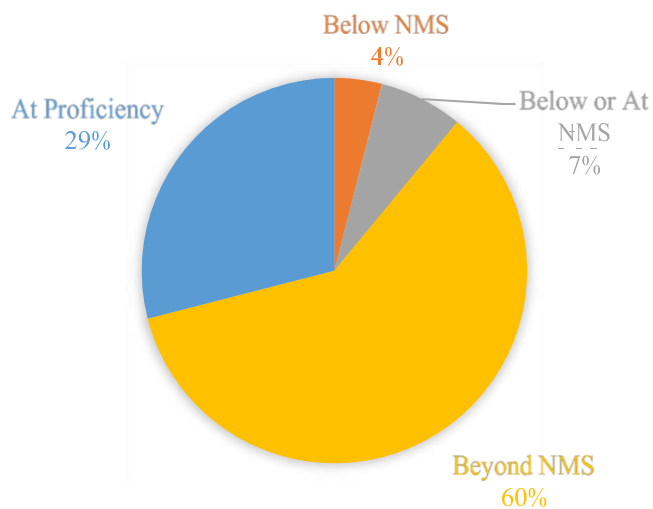
NUMERACY - AIA KELLYVILLE YEAR 5 - 2017



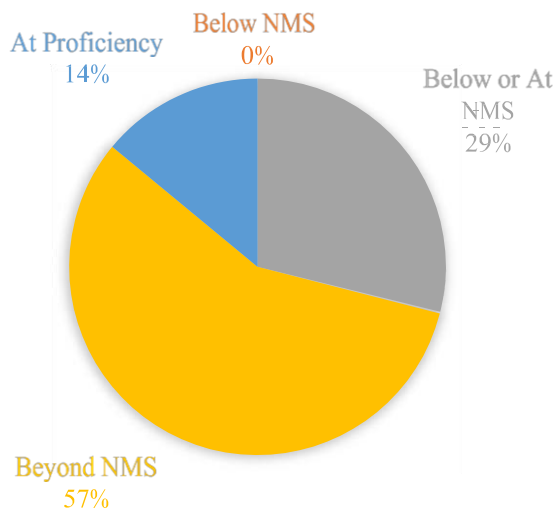
AIA KELLYVILLE - YEAR 7 2017
NATIONAL MINIMUM STANDARDS TABLE

Components	Below NMS	Below or At NMS	Beyond NMS	At Proficiency
Reading	4%	7%	60%	29%
Writing	0%	29%	57%	14%
Spelling	9%	0%	41%	50%
Grammar & Punctuation	13%	21%	59%	7%
Numeracy	0%	14%	65%	21%

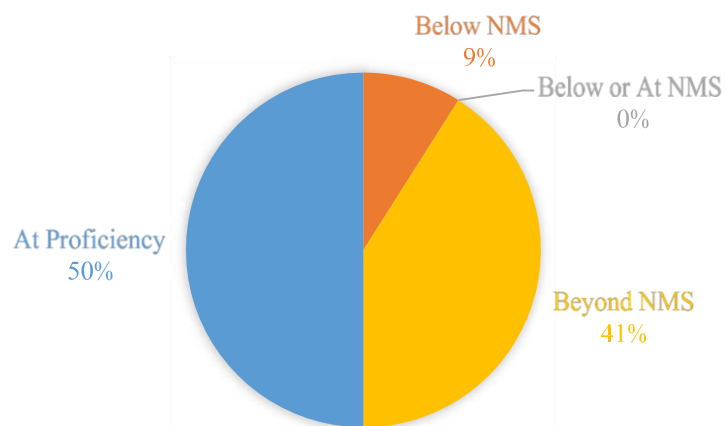
READING - AIA KELLYVILLE YEAR 7 2017



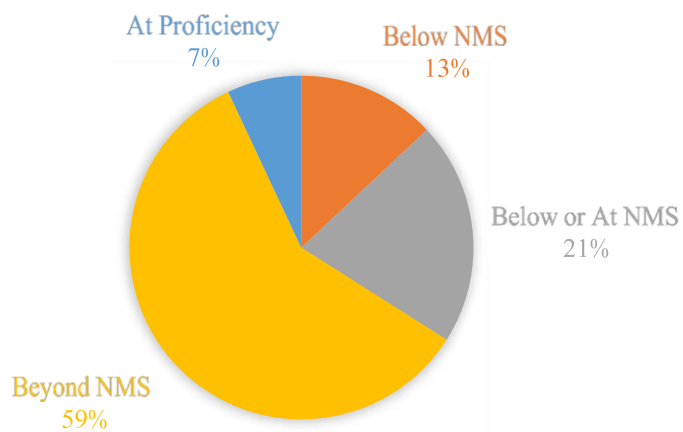
WRITING - AIA KELLYVILLE YEAR 7 2017



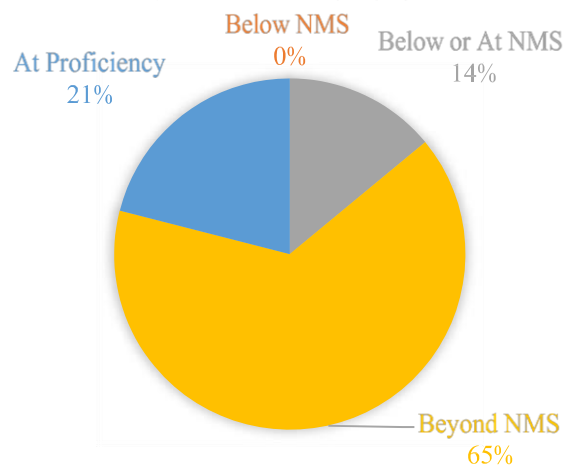
SPELLING - AIA KELLYVILLE YEAR 7 2017



GRAMMAR & PUNCTUATION - AIA KELLYVILLE YEAR 7 2017



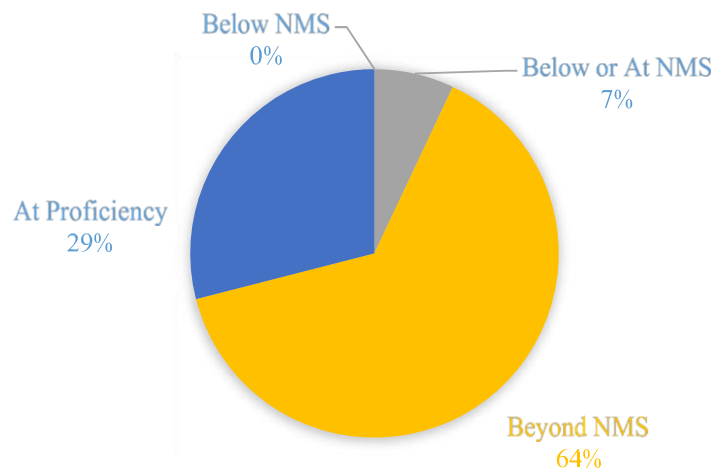
NUMERACY - AIA KELLYVILLE YEAR 7 2017



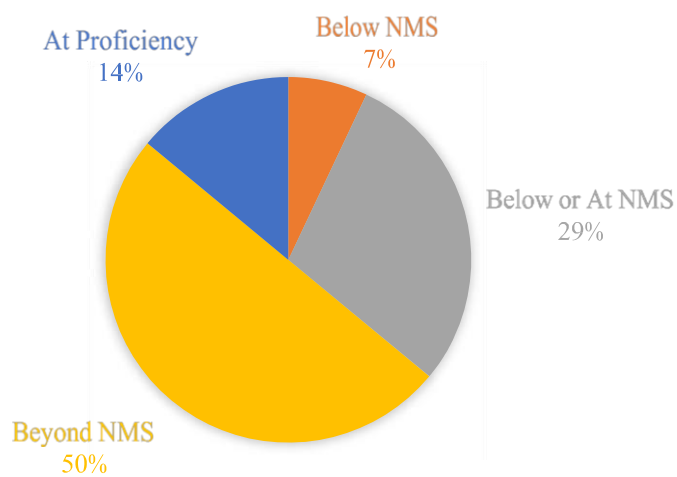
AIA KELLYVILLE - YEAR 9 2017
NATIONAL MINIMUM STANDARDS TABLE

Components	Below NMS	Below or At NMS	Beyond NMS	At Proficiency
Reading	0%	7%	64%	29%
Writing	7%	29%	50%	14%
Spelling	0%	0%	50%	50%
Grammar & Punctuation	0%	21%	72%	7%
Numeracy	0%	14%	65%	21%

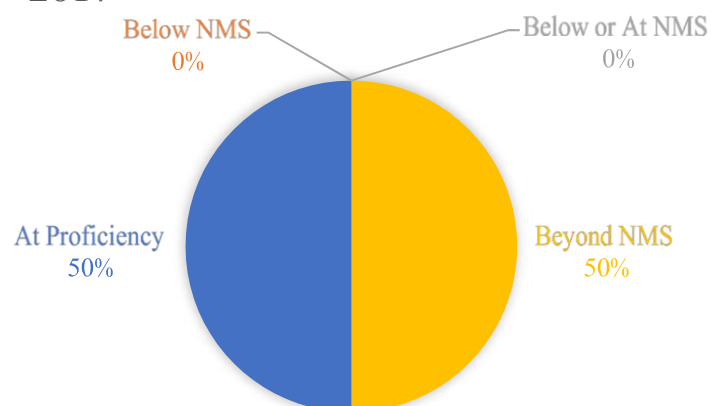
READING - AIA KELLYVILLE YEAR 9 2017



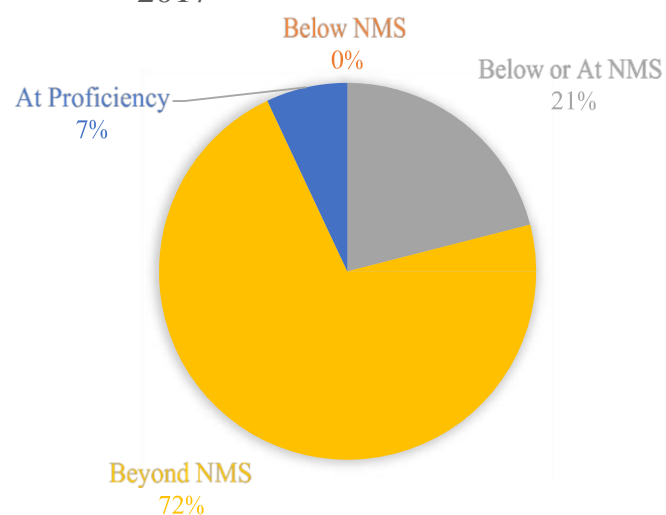
WRITING - AIA KELLYVILLE YEAR 9 2017



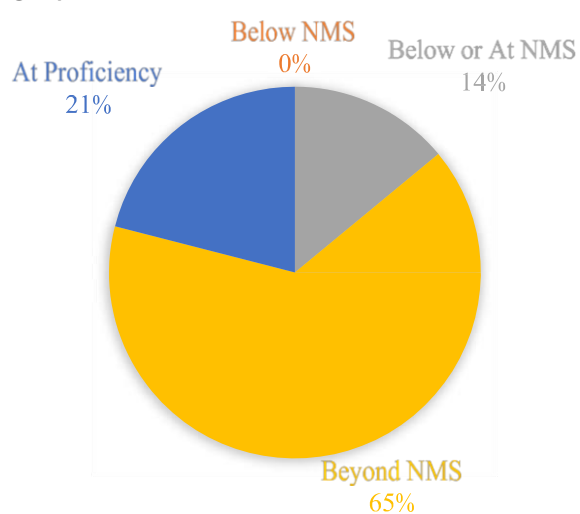
SPELLING - AIA KELLYVILLE YEAR 9 2017



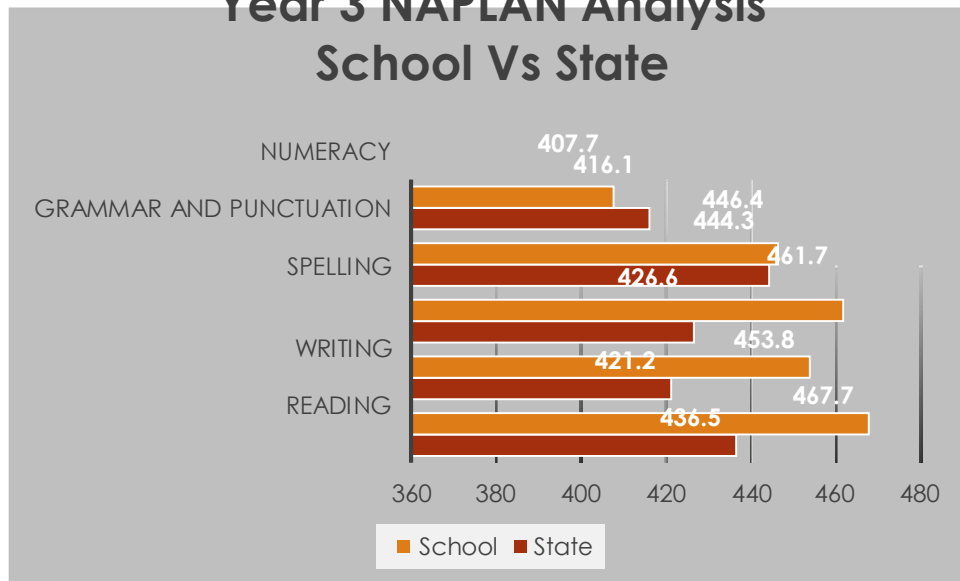
GRAMMAR & PUNCTUATION -AIA KELLYVILLE YEAR 9 2017



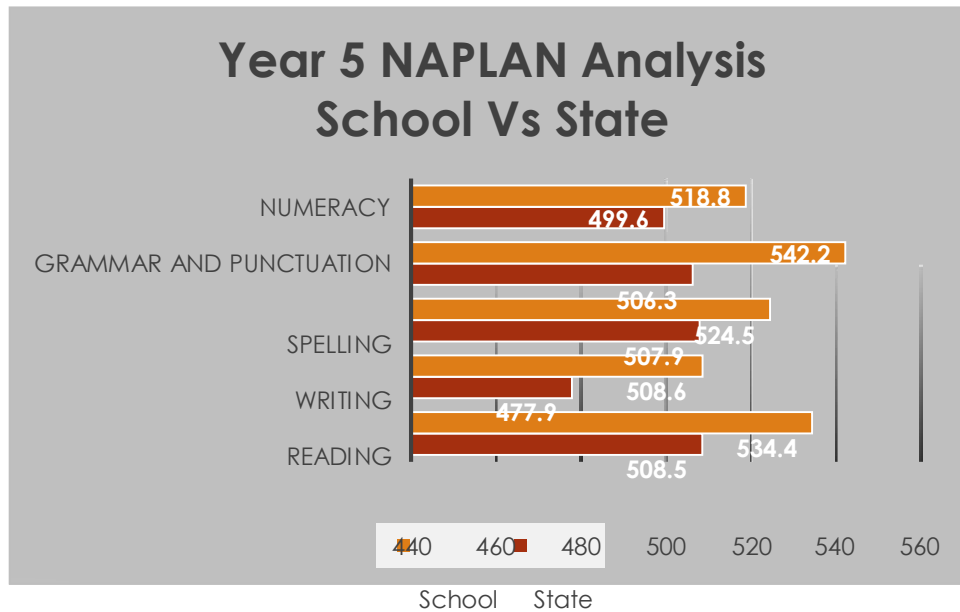
NUMERACY - AIA KELLYVILLE YEAR 9 2017



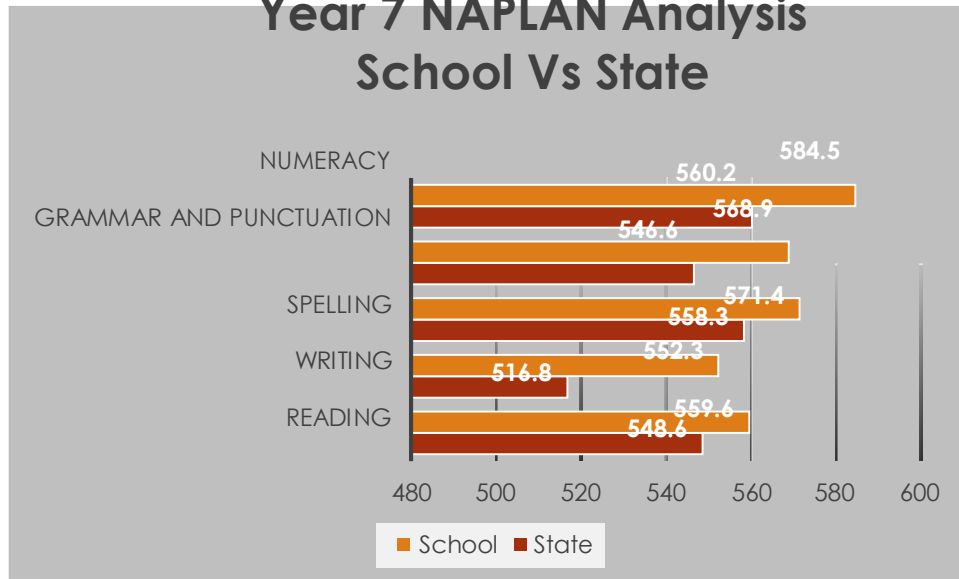
Year 3 NAPLAN Analysis School Vs State



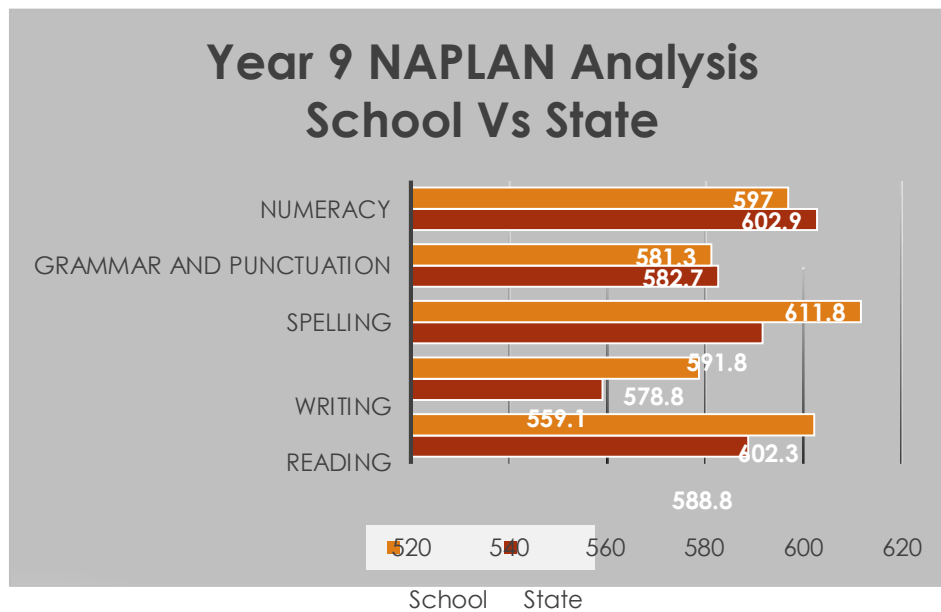
Year 5 NAPLAN Analysis School Vs State



Year 7 NAPLAN Analysis School Vs State



Year 9 NAPLAN Analysis School Vs State



REPORTING AREA 4 & 5

THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT RESULTS & OF THE HIGHER SCHOOL CERTIFICATES

The school had thirteen students in Year 10 in 2017 and they all successfully completed their RoSA

The school had no students in Year 12 in 2017

REPORTING AREA 6

PROFESSIONAL LEARNING AND TEACHER STANDARDS

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

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

- A two-hour PD block every week where staff, guest speakers and professionals share their expertise, knowledge and ideas with staff.
- Collaborative Planning sessions where teachers are released to meet together once a week to plan, collaborate and engage in professional dialogue to enhance the teaching and learning.
- Staff attend a wide range of external workshops and in-services in their areas.
- Staff attend IB (PYP, MYP) conferences and workshops (local, interstate and overseas) each year.
- Educational Consultants work within the school to improve staff expertise in a number of areas.

- Peer training and workshopping to improve overall skills.
- Support Staff attend courses related to their area of work.

In 2017 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. Divided loosely into categories they included:

Student Management and Welfare, Library, CARS and STARS programme, First Aide, Child Protection, Interdisciplinary Instruction, Visible Thinking Techniques, Classroom Observation and Feedback, International Baccalaureate Organisation Primary Years Programme and Middle Years Programme training, Student Portfolio Assessment, Literacy, Numeracy, Leadership and Management, SMART Data training, Peer Support, Assessment and Reporting, Technology (Interactive whiteboard), Approaches to Learning, Thinking Curriculum, Graphic Organisers, Turnitin, Ed Modo, E Learning, Science, STEM Education, Information & Communication Technologies, Literacy Circles, Art/ Technologies/Sport, Values Education,

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

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

REPORTING AREA 7

WORKFORCE COMPOSITION

Teacher qualifications

All teaching staff have 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.

The total number of teaching staff in 2017 for Kindergarten to Year 11 were:

CATEGORY	NUMBER OF TEACHERS
i Having teaching qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI- NOOSR) guidelines, or	32
ii Having qualifications as a graduate from a higher education institution within Australia or one recognized within (AEI-NOOSR) 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

Teacher Attendance and Retention for 2017

ATTENDANCE: 92%

RETENTION: 96%

REPORTING AREA 8

SENIOR SECONDARY OUTCOMES

NO STUDENTS IN SENIOR SECONDARY SCHOOL YET

REPORTING AREA 9

STUDENT ATTENDANCE AND MANAGEMENT OF NON ATTENDANCE

Full policies are available to all staff on the intranet and Academy website.

INTRODUCTION

At Australian International Academy, we employ specific processes that will be followed to maximise learning opportunities by ensuring absenteeism of students is kept to a minimum. Procedures for managing absenteeism within the school will be followed by all those involved in the student's education. The process will be managed by the Assistant Heads of School and the Student Registrar.

Students are required to attend school regularly and with minimal absences to ensure that sufficient class time is devoted to the subject requirements and completion of work.

GUIDELINES

1) Punctuality for Kinder – Yr 6

Students in the primary school are expected to be at the Academy by 8:25am. Students arriving late during form assembly are required to report to the school office first and obtain a late pass.

Students arriving after form assembly must report to the office and have their Planners stamped with the time of arrival and or provide a late note slip..

This needs to be shown to the class teacher before being admitted to class.

Where a valid reason exists for a student not being able to attend school at the required time, the parent should inform the Year Level Coordinator via a signed note or telephone call.

Students who breach the punctuality policy will:

- ✓ Be issued with a late pass for the first breach providing there is an acceptable reason provided.
- ✓ Be issued with an after-school detention for the **Third** breach.

Frequent breaches of the punctuality / attendance policies will require a parent interview.

2) PUNCTUALITY for Year 7 - 12:

1. It is the responsibility of all students to be in classes on time during the day.
2. In addition to the Official Attendance Roll, all subject teachers must keep their own subject attendance records and must mark their attendance Roll for every lesson.
3. Form Teachers, Level Coordinators, and Assistant Head of Senior School are responsible to monitor student's attendance pattern, to communicate with parents if necessary, and to implement the Academy Policy when a breach of rules occurs.
4. Subject teacher must report lateness and frequent absences to the Form Class Teacher and the Level Coordinator on a weekly basis for students in Years 10 & 11.
5. Year 12 teachers must report student lateness or absences from classes to the Year 12 Coordinator on a daily basis for an immediate action.
6. Subject teachers and Year Level Coordinators are accountable to the Campus Head for the implementation of the above policy.

BREACH OF ATTENDANCE & PUNCTUALITY RULES

1. It is the responsibility of all senior students to observe the Academy Policy in relation to attendance and punctuality. However, Year Level Coordinators & Form Teachers should always remind students of the consequences of missing school days or missing particular lessons.
2. If possible, warning should be given to those students and their parents who approached the maximum limit.
3. If student absences exceed the limit as set out in the Academy Policy, Year Level Coordinators must act immediately.
4. Where a student has completed work but there has been a substantive breach of attendance rules, the school may assign N for the work after discussing the matter with the principal.
5. Coordinators must not disqualify students on the ground of absences without the Campus Head's approval.
6. Students shall have the right of Appeal if they were disqualified to continue in a particular study on the ground of exceeding the maximum limit.

Early Dismissal

In cases where a student is to be dismissed before the official end of day assembly, a written note signed by a parent must be provided to the Year Level Coordinator at the beginning of the day. Students are required to report to the office and sign out before

leaving the Academy grounds. If a student is to be collected from the Academy, the parent is to report to the office and sign the student out.

Student Absences

Students are required to supply a written note signed by a parent explaining any absence from school immediately upon return. In addition we would appreciate a phone call concerning any absence longer than two days.

Senior students (years 10 – 12) are not to exceed the Academy policy regarding absences, i.e. 5 days/semester.

Overseas Travel

Students intending to travel overseas during the academic year ***must seek approval from the Academy***. Parents are required to fill out an extended leave form and get it approved by the principal.

All Years 10 and 11 students, who are promoted to the following levels, must attend the Induction Program at the end of the year.

IMPLEMENTATION

1. All enrolled students are expected to attend daily and on time.
2. Form teachers will mark the attendance roll at 8:35am and 3:25pm each day.
3. Year level coordinators will contact parents of students who have been absent for two days.
4. Attendance, absence and late arrival records will form part of each child's half year and end of year progress reports to parents.
5. Parents of absent students are required to provide written notification, stating the reason/s for absence. This information is to be retained by the form teacher (in the attendance roll).
6. Staff members are to bring to the attention of the Assistant Head of School and the Student Registrar any student/s whose attendance is irregular, any students who do not provide adequate information explaining absences, or whose absences appear unwarranted.
 - Initial telephone contact with parents
 - Counselling sessions for parents and/or students

Newsletter articles will highlight absence issues and explain the consequences.

OTHER INFORMATION IF REQUIRED

1. Procedures and processes will be communicated to parents on a regular basis.
2. Full attendance will be actively encouraged by all staff.

GUIDELINES AND IMPLEMENTATION ATTENDANCE:

1. The School Year is divided into Two Semesters (Four Terms).

2. All students are required to attend the school regularly from the first day to the last day of each semester.
3. Term 1 & 3 Breaks are discretionary holidays and may be granted by the Academy to Senior Students. However, Years 10 –12 students may be required to attend school to complete required work or set tasks during Term 1 & Term 3 Breaks.
4. If students are required to attend particular days of Terms 1 or 3 Breaks to complete required work or to attend special classes and failed to attend without prior permission they will be deemed absent from classes and will be subject to penalties according to the Academy Policy.
5. Students may disqualify themselves from completing a particular course by failing to observe the Academy policy in relation to attendance.
6. Senior students may take days off the school only on the grounds of illness. The maximum number of days to be taken off per Semester on the ground of ill health is Five School days.
7. Students may be asked to produce medical certificates to account for particular sick days. However, medical certificates as evidence may not be accepted by the Academy in particular cases, and they may need the Campus Head's approval.
8. Medical certificates will not be accepted if absences occurred on days marked as dates for handing in required work for school assessment or for completing a school assessed coursework task, exam days, or test days set by subject teachers as part of the assessment program. In genuine cases, the Campus Head may authorise such certificates.
9. Students who started after the commencement of the school Year for other reasons must provide written explanation to their Level Coordinators. Being away on an overseas trip or visiting the motherland is not an acceptable reason for a student to commence after the starting day except with the approval of the Campus Head.
10. Students intending to travel overseas during the academic year must seek approval from the Academy.

Note: If a student is absent for a prolonged period of time and has been unable to complete her/his Assessment Task as a result of illness or special circumstances, the student may apply for Special Provision. On approval of Special Provision, the student may be able to complete the school-based assessed tasks according to the guidelines set out in Section 3 of the Senior School Manual.

INDUCTION PROGRAM:

All Year 10 & 11 students are required to attend the compulsory induction program scheduled immediately after the November examination period. Students who absent themselves from the induction program are at risk of having their following year's enrolment terminated.

Procedure

1. The School will monitor the daily attendance and absence of students in the School by maintaining a daily electronic register for each class, of students.
2. Student absences from classes or from the School will be identified and recorded in a consistent manner by the staff member responsible.
3. Parents are to inform the School on a daily basis via phone call to notify the school if the child is not attending.
4. Parents must notify the school and state the reason for the absence via Communication Book (Diary), Leave note, personal note or phone call by year level coordinator. Teachers are to keep these entire notes filed in Plastic sleeve in the back of the Roll under each child's name.
5. Unexplained absences from classes or School will be followed up in an appropriate manner with the student and/or their parent or guardian in the following manner:
 - ✓ The school notes that they are required under NSW Board of Studies Guidelines to keep a Register of Admissions for five years and Student Rolls of Attendance for seven years.
 - ✓ Phone call or email or text message to parents if there has been no contact for 2 days
 - ✓ Registered letter to be sent by the year coordinator if absence is longer than one week with no explanation.

RE: ABSENCE NOTES

Date: _____

Assalamu Alaikum Wr. Wb.

Dear Mr. & Mrs. _____

Our records show that your child _____ has been absent from school on the following date/s: _____

When there is an absence from school, the student is required to bring a dated and signed note. Since a written explanation for the absence/s has not been received, would you please complete the attached note and return immediately.

While it is appreciated that you may have contacted the school and verbally notified the year level coordinator regarding this absence, we do require a written note for our records. Please include a medical certificate where one exists.

Thank you for your assistance in this matter.

Yours sincerely,

Year ____ Coordinator

Date: _____

Student Name: _____ Year Level: _____

Issued By: _____

Date	Reason For Absence	Signature



AUSTRALIAN INTERNATIONAL ACADEMY

A Muslim School Established in 1983

Sydney, Kellyville Campus

57/69 Samantha Riley Drive
Kellyville NSW 2155

Phone: 8801 3100

Urgent Notice for Unexplained Excessive Absence

Date: _____

Assalamu Alaikum Wr. Wb.

Dear Mr. & Mrs. _____

Our records show that your child _____ in Year ____ has been absent from school on the following date/s: _____

When there is an absence from school, the student is required to bring a dated and signed note. Since a written explanation for the absence/s has not been received, would you please complete the details as required and return this form immediately.

While it is appreciated that you may have contacted the school and verbally notified the year level coordinator regarding this absence, we do require a written note for our records. Please include a medical certificate where one exists.

Please complete the attached form and return to school as soon as possible.

Thank you for your assistance and kindly treat this matter as very urgent.

Yours sincerely,

Year ____ Coordinator

Written Warning

Date: _____

Student Name: _____ **Year Level:** _____

Issued By: _____

Re: Excessive Absence Namely _____

This is an official warning issued to you on the above date regarding your child's excessive absence.

Please explain the reason for the absence on the above date/s. Also please attach any medical certificate as appropriate.

The reason for the excessive absent is:

If there are further incidents, we will impose further consequences up to and including dismissal.

Parent's Signature _____

Date _____

REPORTING AREA 10 & 11

RETENTION OF YEAR 10 TO 12 STUDENTS POST SCHOOL DESTINATIONS

NOT APPLICABLE AS NO STUDENTS IN YEAR 12 YET

REPORTING AREA 12

ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

INTRODUCTION

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

FUNDAMENTAL PRINCIPLES

1. Students who are registered for enrolment are not guaranteed a place, as enrolments at all levels are competitive and depend on an evaluative process.
2. AIA does not discriminate on the basis of religion, ethnicity, race or gender but it will, in some instances, give preference to Muslim students.
3. Though AIA endeavours to keep families together it cannot guarantee places for siblings of enrolled students.
4. 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.
5. Students with disability will be considered for enrolment if AIA is confident it can provide adequately for the student's disability needs.

6. 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.
7. 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.
8. 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.
- Students are rarely, if ever, enrolled for year 12, and enrolment for year 11 depends on exceptional academic potential evident from past academic history.
- In years 1 – 10, all students on the Registration Waiting List are considered for any place that comes vacant.
- The evaluative process allows all students on the Registration Waiting List equal opportunity for selection. Decisions made at the end of the process are final and are not subject to appeal.

THE EVALUATION PROCESS

1. Families on the Registration Waiting List are notified by the Registrar when a place becomes available in any year Kindergarten – 10 class, and the time the evaluation process is commencing for Kindergarten and Year 7 enrolments.
2. 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.
3. 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 90 minutes should be allowed for the testing, which essentially tests literacy and numeracy.
4. 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.
5. No student will be given preference or any indication of preference at the interview. Until an enrolment has been approved by the Academy Head, no applicant has preference.
6. 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.
7. 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

- The Registrar is the only person that can communicate an offer of a place to a student.
 - Once an offer is accepted and payments made, the fees paid will not be refunded if the applicant family changes its mind and wishes to cancel the enrolment. Charges and levies may be refunded.
 - 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 9 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.

TERMINATION OF ENROLMENT FOR POOR ACADEMIC PERFORMANCE

- Students may be identified as being at risk of having their enrolment terminated if they fail to meet certain academic/attitude standards. Generally a student is deemed to not be progressing satisfactorily if he/she fails to meet the conditions set down in the Senior Student Contract as well as in the Senior Student Handbook, Promotion Policy, course requirements and standards. Students who continue to make unsatisfactory progress and fail to show commitment to their work are counselled and supported however failure to respond to the school's recommendations may lead to a decision to terminate a student's enrolment.

TERMINATION OF ENROLMENT

- If the Academy Director, or any person deputing for the Academy Director considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the school or its students or staff, the director or deputy may exclude the student permanently or temporarily at their absolute discretion.
- If the Academy Director, school council or the principal believes that a mutually beneficial relationship of trust and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the school, Academy Director the school council or the principal may require the parent to remove the child from the school.
- 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.

EXCLUSION POLICY

It is not the policy of AIA to exclude students from other AIA schools.

REPORTING AREA 13

SCHOOL POLICIES

Full policies available to all staff on the Academy website and intranet.

STUDENT WELFARE

Pastoral care of students refers to all actions taken within Australian International Academy (AIA) by its leaders and community members to promote and enhance student wellbeing of a personal, social, physical, emotional, mental or spiritual nature. Key elements of student wellbeing are positive self-regard, respect for others, positive relationships, responsible behaviours and personal resilience.

Pastoral care of students is effected in many aspects of school life, and especially in our school's vision and mission statements, policies, procedures, programs, teaching and learning curriculum, student activities, student support and wellbeing services, behaviour management processes, family engagement, community partnerships, and school climate.

At AIA the pastoral care of students is based on recognising the many wonderful attributes of children and young people and adopting strategies that seek to modify unacceptable behaviours.

Support Services

Our Classroom teachers, level coordinators, form teachers, School Chaplain and Student Counsellor are able to offer individual and group support in relation to the academic, social and emotional well-being of all students.

We also have a Welfare and Student Management Team (WSMT) which includes the Principal, the level coordinators, the Head of Teaching and Learning, the Deputy Principal and the Student Counsellor.

Their role is to offer support and guidance to staff, students and families regarding various personal, developmental and family issues. We also have a Chaplain and special needs coordinator who support staff by providing advice in educational assessment and management of students, which may include diagnostic testing.

They work closely with Learning Support staff in developing individual learning programs for students identified as having special needs.

The WSMT can initiate and liaise with external support personnel where appropriate and provide support within the school's pastoral care system.

ANTI BULLYING

Bullying is a pattern of oppressive behaviours by an individual or group. It is the wilful, conscious desire to hurt, frighten, put down or threaten someone. All members of the AIA community have the right to feel safe and supported hence bullying incidents are treated very seriously and promptly in the spirit of resolution.

The Academy aims to raise awareness of and prevention of bullying and harassment by:

(I) Teachers:

- Expressing disapproval of bullying and harassment whenever it occurs within the school
- Listening sympathetically and taking your problems seriously
- Modelling positive, respectful and supportive behaviour towards students.
- Promoting an awareness of the unacceptable nature of bullying and harassment in the classroom and through the curriculum.
- Watching for early signs of bullying.
- Ensuring the school grounds are supervised during breaks.
- Being receptive and supportive to students involved in bullying.
- Informing the relevant form teachers and year level coordinators.
- Arranging time to bring the target and bully together to work out a reconciliation to the problem
- Encourage students to report bullying.

(II) Students:

- Reporting incidents of bullying and harassment to a trusted teacher, form teacher, year level coordinator or welfare counsellor.
- Becoming aware of ways to avoid bullying.
- Showing disapproval towards bullies, and not taking part in acts of bullying and harassment.
- Supporting students who are bullied.
- Participate in peer mediation / support programs.

(III) Parents:

- Taking an interest in their child's social activities.
- Watching for signs of distress in your son / daughter.
- Encourage your child to talk to a member of the staff about what they have been experiencing, how this makes them feel and what they have done to handle the situation.
- Inform the school of the incident by making an appointment with their teacher to discuss how to come to a resolution.
- Work with staff to resolve the problem in a manner advised by the school.
- Do not sort the bullies out yourself. This can escalate the problem.
- Teaching their child the values of honesty, tolerance, acceptance and the right and wrong.

A whole-school approach to intervention

The anti-bullying and harassment policy is distinct from the school's general discipline policy; however there may be some overlap between the two. Effective intervention will be dependent upon the consistent implementation of the policy by all members of the school and community. It is therefore imperative that a whole school approach is taken to reduce the incidents of bullying and harassment and promote positive relations within the school.

COMPLAINTS AND GRIEVANCES

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 to be unsuccessful, the Grievance Procedures itself allows all parties involved in any incident or issue to put their points of view to an agreed upon independent and uninvolved arbiters in a fair and objective forum at minimal or no cost. Recognizing that it is sometimes not possible to resolve an issue to everyone's satisfaction, the Grievance Policy and Procedures attempts to reach a fair settlement.

If a student/parent chooses to access this Grievance and Complaints process, the student's enrolment will be maintained by the Academy right up until resolution, including the determination of any Appeal, though if it deemed necessary by the Campus Head, the student may be excluded from attending classes until the case has been determined..

If the complaint falls within the definition of illegal or unlawful activity, the laws and regulations governing the situation must over-ride the Complaints procedures outlined here. This applies to issues governed by Mandatory Reporting legislation, and in such areas as serious sexual harassment. In such cases, the responsibilities of all parties are mandated by legislation and as such, must be implemented in full.

REPORTING AREA 14

SCHOOL DETERMINED IMPROVEMENT TARGETS

2017 has been another year of consolidating and embedding the structures that were introduced in 2013 to support the Kellyville Campus in its journey of progress, development and improvement.

The school's priorities and improvement targets are part of a long term plan as well as being "work in progress". In all the areas of "school improvement" mentioned below, the foundations have been laid in many of the areas and the journey of transformation which commenced in 2013 continued on throughout 2017. The modest achievements made in 2017 are another great incentive for the AIA community to continue to face the challenges and see them as opportunities for further gains. Our School Improvement Plan is based on the Hill and Crevola nine elements.

AREA	PRIORITIES/TARGETS/ WORK IN PROGRESS
Curriculum, Teaching and Learning	The school community recognises that highly effective teaching is the key to improving student learning throughout the school. Encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning. Continued establishment of digital classrooms and staff professional development in technology. Consolidating a whole school approach to improvement to achieve the best possible teaching and learning environment for students and staff. Continued staff training and consolidation of NESA and IB Programmes (PYP and MYP). NAPLAN testing and requirements.
Leadership and Coordination	Consolidating organisational structures to maximise opportunities to learn. Leadership training and expanding positions of responsibility. The involvement of an informed and coordinated leadership team with clearly defined roles.
Standards and Targets	Setting high expectations of quality teaching and learning along with a shared understanding of the standards to be achieved and the targets established for students
Assessment & Reporting	Setting in place a system of continuous monitoring and assessment of student progress. Consolidating Portfolio assessment.
Intervention & Special Needs	A high priority on ensuring that classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need. Targeted support for students who need additional assistance.

School and Classroom Organisation	Ensure that teaching & learning is supported by ICT; teaching & learning promotes understanding of academic honesty; teaching & learning meet the needs of all students.
Home, School & Community Partnership	Developing genuine partnerships between teachers, parents, neighbouring schools and the wider community to support and extend student learning.
Staff Professional; Development	Staff professional development and training especially in accreditation, professional standards, assessment, the International Baccalaureate Middle Years Programme (IB MYP) and embedding recognised best practice in the teaching & learning. Involving professional consultants to work with staff in the areas of literacy and numeracy, mental health and continued promotion of NESA Accreditation
Facilities	Continue improving our facilities

1. First cohort of Year 11 and 12 students

Our first Year 11 students began their HSC journey in February with the Preliminary HSC Course. From Term 4, they morphed into Year 12s for their final studies of the NSW Higher School Certificate (HSC). Courses on offer are: Arabic Continuers, Biology, Business Studies, Chemistry, English Advanced / Standard, Legal Studies, Mathematics, Mathematics General, Physics, Studies of Religion II, and Visual Arts. We wish every Year 12 Student all the best in their HSC and future educational endeavours!

2. Renewal of Accreditation for New South Wales BOSTES Curriculum: Year 7-12

The School was awarded by NESA (NSW Educational Standards Authority) renewal of its accreditation as a registered school for all courses offered from Years 7 to Year 12. All staff constantly work hard to ensure all facets of teaching-learning, facilities, materials, resources, policies and procedures are aligned with with all NESA and Australian Curriculum regulations and requirements.

3. Authorisation as an IB MYP (7-10) World School and IB Diploma (Yr 11-12) Candidate School

After an extensive verification process with the International Baccalaureate Organisation, the School is now an authorised IB PYP and MYP World School. Accordingly, we begin our journey of Candidacy for the IB Diploma Programme for Years 11 and 12. Our comprehensive, integrative, and progressive curriculum focuses on developing in each

student: the IB Learner Profile attributes; Approaches to Learning Skills; Concepts, knowledge, skills, and processes to become lifelong learners and global citizens.

4. Service As Action Programme

Food drives, cupcake stalls, morning teas, reading programmes for primary students, fundraising and donations, Together for Humanity School Summit, and the Ramadan Iftars are just several of the many events the High School Students and Staff have undertaken this year to serve our local and wider communities. These actions have been recognised not only in the School Newsletters, but also the local shire council publications, organisation's websites, and national Facebook Pages. Commendations must go to everyone involved in the Service As Action Programme!

5. First Stage of Stage 3 Buildings:

The first section of the Stage 3 Science, Visual Arts, Cafeteria, Design Technology and Food Technology Wings have been completed. The opening ceremony held on Tuesday, 14 November 2017 was attended by members of our School community, community dignitaries, and staff members. The High School Staff and Students very much look forward to moving into the new buildings from the new 2018 academic year.

6. Incorporation of E-Learning

Digital technologies such as: online programmes, apps, iPads, softwares are being incorporated across all key learning areas in the High School. This is complemented with our BYOD laptop programme and the use of the Jacaranda Digital Bundle E-texts and supporting learning with the Education Perfect Suite. Students have produced outstanding results in the Education Perfect International Learning Competitions: Mathematics, Sciences, Languages, and Social Sciences. Students have received notable achievement awards and certificates. The School was placed 1st in the World for Schools with 51-100 students for the International Social Science Competition.

7. STEAM (Science Technology Engineering Arts Mathematics) Learning

Students and teachers have been involved in numerous STEAM activities to enrich and enhance teaching and learning at the School. Students have used their creativity, knowledge and skills across all these disciplinary areas to develop and create: mini-robots, self-perpetuating cars, art installations, still motion animations, landscapes and garden designs,

8. Year 10 MYP Personal Projects

The Year 10 students work for the duration of this year on a culminating, independent project. Students work with an appointed supervisor to make a product or outcome of their interest, combined with a process journal and an extensive process report. Each and every student's project demonstrates the culminating philosophy, knowledge, skills, and understanding of the MYP Programme. Well done to all students for their efforts, diligence, and persistence to produce very impressive Personal Project pieces.

American author, activist, and academic, as well being blind and deaf, Helen KELLER states (1880-1968) stated: *"A well-educated mind will always have more questions than answers."* All the staff at AIA Kellyville strive on a daily basis to instil the knowledge, skills, thinking, understandings in students so that they become learned individuals who have the appropriate attitude and character to ask the right questions and seek the answers for a future that is untold.

REPORTING AREA 15

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

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

The following are some of the initiatives undertaken throughout 2017 promoting respect and responsibility:

- Through Community and Service involvement students work with the community and raise funds for the Children's Hospital and numerous charity organisation;
- Our yearly Assylum Seekers/Homeless Food Drive continued to be a very successful project with a huge collection of a variety of food donated to the most needy.
- The Academy's Islamic values of respect for human dignity, service to others and responsibility are promoted explicitly in Fridays' religious sermons and in our daily prayers;
- Leadership Training courses and activities for students;
- National Anthem is sung at our weekly assemblies;
- Middle School students organising a Neighbours Morning Tea.
- Students participated in numerous environmental projects promoting respect and care for our environment;
- Weekly School Assemblies with many opportunities to raise awareness of issues related to respect and responsibility in the school, local and international community;
- Students' involvement in ANZAC Day Assembly and ANZAC Dawn Service
- Pastoral Care camp for Year 7 and a Sporting Camp for Year 9
- Interschool, interfaith and sports programmes;
- Promoting the IB Learner Profile and IB Attitudes which emphasise respect and responsibility;
- Activities with school Liaison Police Officer and Youth Liaison Officer to promote safe behaviour and respect

- SRC in the Junior, Middle and Senior School play a vital role in promoting harmony and student involvement in service and school activities which foster care, compassion and responsible behaviour;
- Involvement in Peer Support Programmes as a whole school;
- Self Esteem, mental health, social skills etc workshops organised each term for each year level and run by the School Counsellor and or guest speakers.

REPORTING AREA 16

PARENT, STUDENT AND TEACHER SATISFACTION

The school commenced in 2013 with 25 students only from Kindergarten to Year 6. This number climbed up to 360 in 2017. Most new enrolments are families who have been given excellent feedback about our school by existing families. Hence satisfaction levels with the Academy is very high.

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.

PARENT SATISFACTION

Similarly our annual parent feedback surveys indicate a high level of satisfaction.

STUDENT SATISFACTION

Participation levels in the full range of student activities were exceptional at the Academy during the course of 2017. 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. All students are provided with numerous opportunities to reflect on their learning and experiences at school, and the feedback from students have always been very positive and encouraging showing satisfaction and pride in their school.

REPORTING AREA 17

SUMMARY FINANCIAL INFORMATION

Mrs Fayzah SALEH, Senior Financial Manager

Kellyville

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

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

If we consider any school as a ship and the principal is the captain, we then know that he provides directions, then teachers provide the key skills to bring the education to reach its destination.

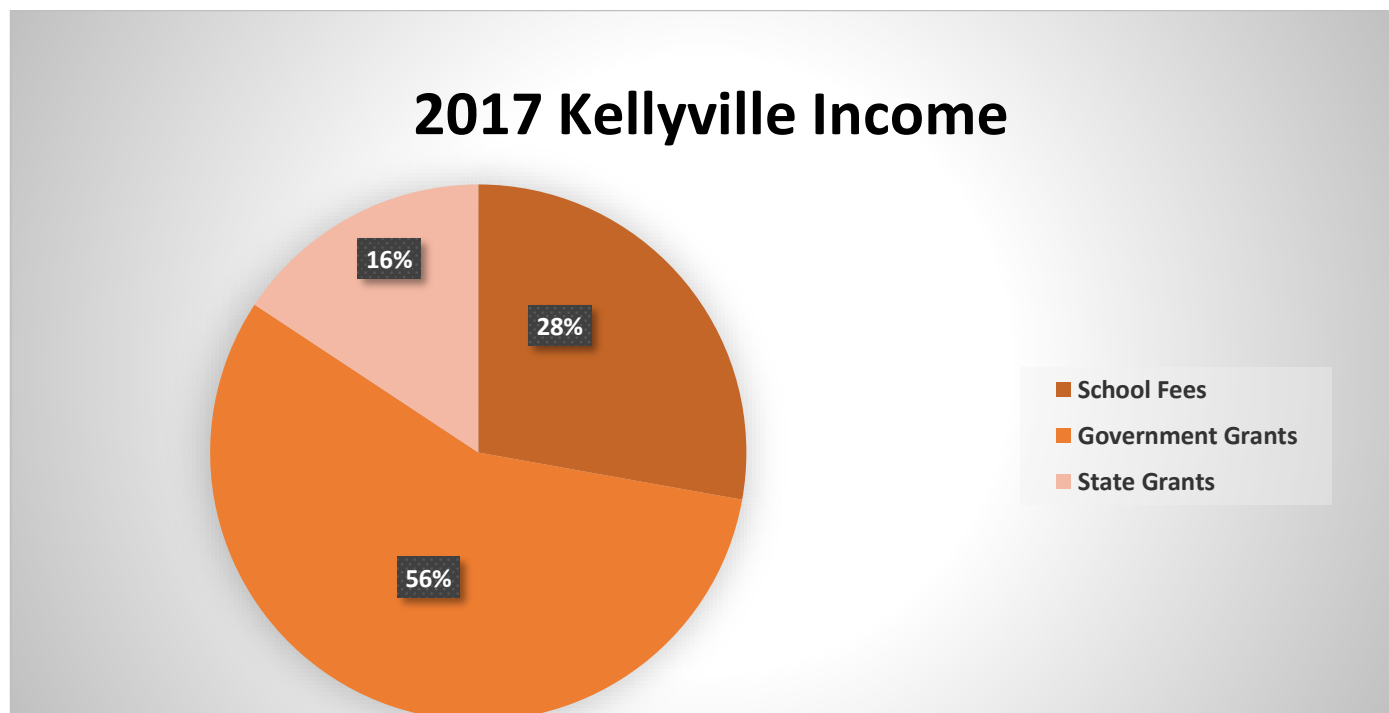
Future direction focus on quality and better education for special need students and ensure affordability, transparency and the proper measures of accountability

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

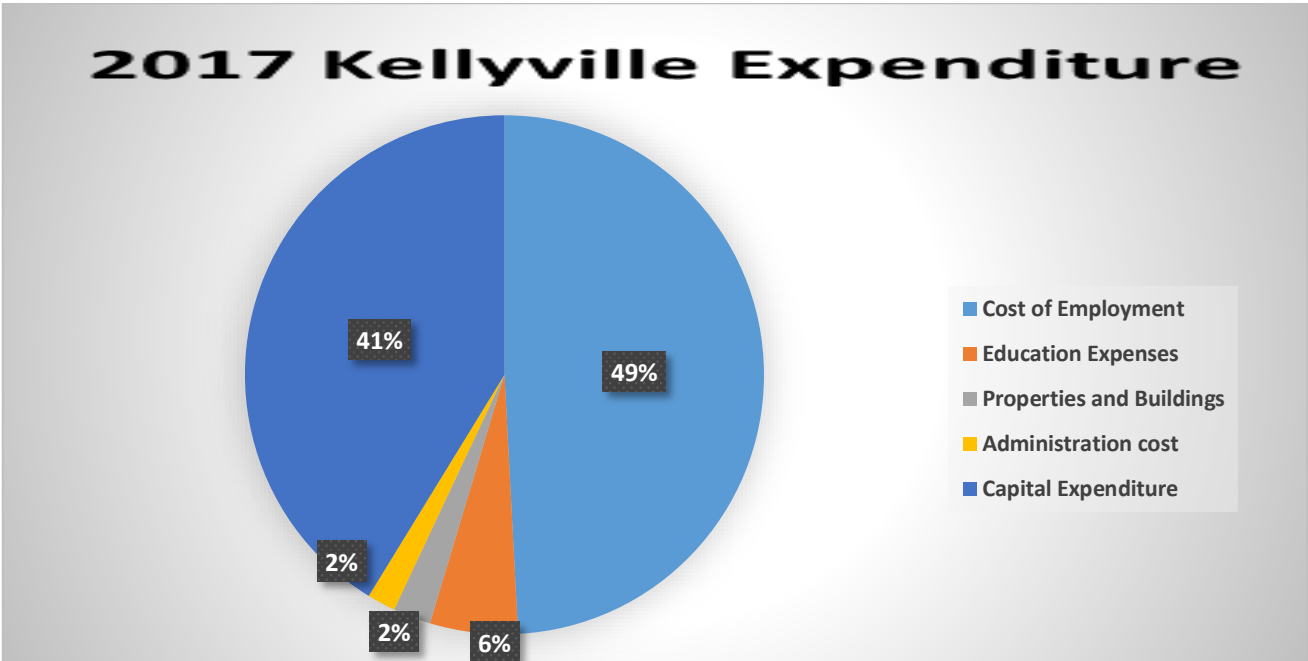
AIA ensures that any new funding will be allocated to advance the education of special need students and promote their learning.

2017 Source of Income

Graph 1.1 below illustrates income for the year ending 2017



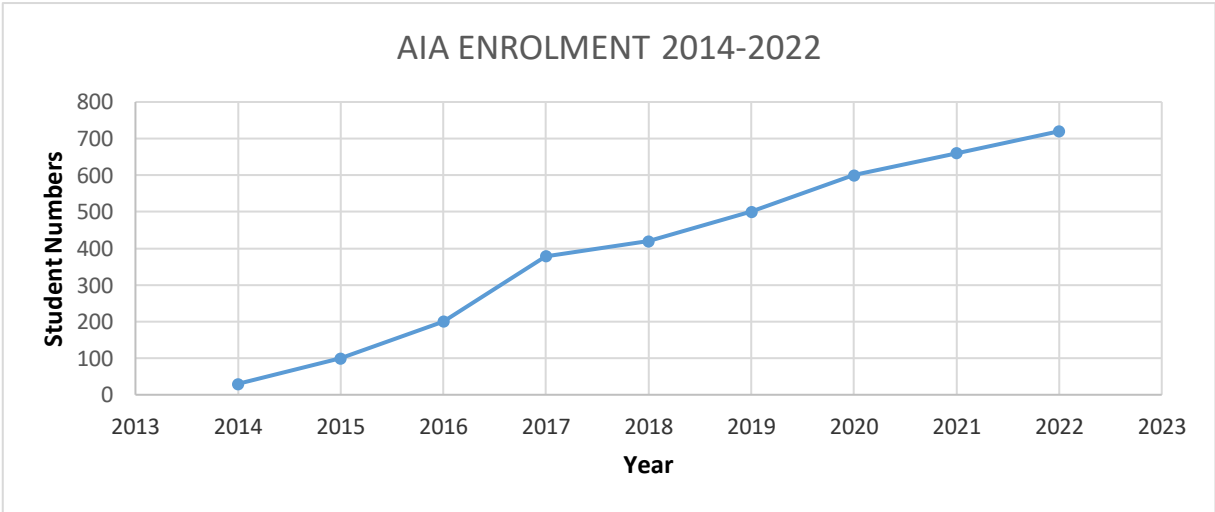
The record of expenditure during 2017 school year has been demonstrated in the graph 1.2 below:



In the 2017 school year both the building of Stage 3 and Stage 3a have been completed at the total cost of the following;

<u>Kellyville Stage 3</u>	<u>\$5,108,695</u>
<u>Kellyville Stage 3A</u>	<u>\$1,118,061</u>

Graph 1.3 below illustrates AIA student numbers of the years



Graph 1.3 shows the healthy increase in the school enrolment for the period from 2014 to 2017. The Academy is supporting this increase by investing in new buildings. It is expected the student numbers will reach capacity in the near future.

2017 Kellyville News

AIA managed to invest in capital as follows

- Construction work continues to progress and \$2,510,700 has been paid towards capital works in 2016
- Furniture and equipment consisting mainly of new classroom tables and chairs \$22,070
- Computer and IT equipment for the benefit of our students \$22,032

Current Projects - AIA Kellyville Stage 3

AIA Kellyville building project now includes stage 3A which will provide the canteen, technology and home economics room.

Major construction is now nearing completion and AIA will commence using the new facilities as of the start of 2018, giving our students and the wider community access to state of the art education facility.

AIA would like to acknowledge both Federal and State Governments and the Association of Independent Schools NSW for their continuous support and we will always endeavour to live up to their expectation of success and optimum student's results.