



KELLYVILLE ANNUAL EDUCATIONAL FINANCIAL REPORT 2019



ADVANCEMENT
DETERMINATION
FAITH

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REPORTING AREA 1

MESSAGES FROM KEY SCHOOL BODIES

Academy Director General, Mr Salah SALMAN AM



The Academy 37 Years of Developments: The Thirty Seven years period in the Academy's History accounts for the Academy's developments and progression. That period in the Academy's history reflects clearly different stages in the Academy's growth and advancement in different fields. The remarkable success of the Academy in the academic, social, physical, and sports fields were evident throughout the 37 years. The Academy has developed from one single school in 1983 to become a flourishing, inspiring, and leading international educational organization of six Campuses, in Melbourne, Sydney and Abu Dhabi, UAE.

The Tradition of Excellence. Alhamdulillah, the Academy has maintained its Tradition of Excellence throughout the years. The Year 12 Results for 2019 in all campuses are a further evidence in that direction. The results were excellent by all measures. In addition the Academy's NAPLAN Results were another further step in the Tradition of Excellence. The Academy received a congratulation and acknowledgement from ACARA for the very improved student results in literacy and numeracy.

Kellyville Campus has been progressing very well and its first cohort of Year 12 graduated in 2018 with all students going on to tertiary education in some very prestigious universities. In 2019 the school has successfully been authorized to offer the IBDP and hence has become an IBO continuum school, offering the three IB Programmes, IB PYP, IB MYP and the IB DP. Congratulations to the AIA Kellyville staff and community on such a great accomplishment. AIA Kellyville Campus with its high academic performance and caring environment has made the Campus a leading school in its own right.

Academy Board's Message

Mrs Melinda BAARINI



On behalf of the Board, I would like to welcome all of the families that have joined AIA this year. I would also like to take the opportunity to thank teachers, staff, parents and students for their continued support over the years.

This year we have seen the school's academic results continue to flourish. Our NAPLAN, HSC, VCE and IB results continue to prove that our teachers and students are the embodiment of determination, advancement and faith. There has also been tremendous accomplishments within our athletic and extra-curricular activities. Inshallah our students and teachers will continue to make us all proud. We are excited to introduce the IB curriculum at our Caroline Springs and Kellyville campuses in the near future. Inshallah this will help provide our students with the best opportunities. Furthermore, security has been upgraded across all campuses. This helps us continue to ensure that our campuses are safe environments for students, staff and visitors.

On behalf of the Board I would like to take the opportunity to thank everyone that is directly and indirectly involved in making AIA the success that it is. We would like to wish the departing year 12's the best of luck with their future endeavors.

Inshallah everyone has a safe and happy holiday.

Message from the Principal Mrs Mona ABDEL-FATTAH



Australian International (AIA) Vision Statement

"The vision of the Academy is to have graduates who are well prepared and self-motivated to advance Australia and to participate effectively as world citizens with Muslim values."

International Baccalaureate Organisation (IBO) Mission Statement

“The International Baccalaureate Organisation aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect”.

2019 has been a year filled with the highlights, blessings, challenges and celebrations which we at AIA, Kellyville have shared throughout the year. It is very clear to all of us at AIA community that the vision of AIA and the message of our blessed faith, are indeed at the heart of our education community and our 2019 journey. It is evident in the reflections and feedback of the members of AIAE Management, leadership team of teachers, all staff, teaching and non-teaching and in our students

2019 has been a very busy and exciting year in which much has been accomplished and where we continued our journey of growth and development in implementing both the International Baccalaureate Middle Years Programme (IB MYP) and the International Baccalaureate Primary Years Programme (IB PYP); as well as continuing our International Baccalaureate Diploma Programme (IBDP) candidacy journey. Inshallah we are looking forward to being authorised and starting our first group of IBDP in the year 2020. It has been a year filled with new initiatives, challenges, celebrations and activities that highlighted and embraced AIA ‘s vision, mission and the message of our blessed faith.

At AIAE we will, inshallah, continue our commitment to the total development of the student; it’s a commitment that extends beyond the assumed focus on academic and intellectual achievement and encompasses and encourages responsible citizenship outside the classroom. We will continue to challenge all students to succeed academically, and at the same time guide and support them in their journey to maturity, helping them to develop habits of good character and to participate actively in school life and in the wider local and international community.

Finally, I would like to convey my sincerest gratitude to all those who have contributed to the life of the College this year, especially our precious students, supportive parents and our highly dedicated and committed staff, teaching and non-teaching. Wishing you all a very enjoyable and safe holiday.

Message from Primary SRC Leader Ms Shaheda Ahmed



Throughout the year, the primary captaincy team and the SRC students have been involved in a variety of activities and events.

During the first two weeks of term 1, the nomination process occurred throughout the primary school, with the Year 6 students being nominated for captaincy and students from Years 2-5 being elected as members of the SRC. On the 14th of March, the finalised members of the SRC and the primary captaincy were inducted. The induction process consisted of an

array of activities, split up into six sessions. The highlights of these sessions included a signing ceremony of the Central Agreement, a revision of the growth mindset theory, a series of team building activities, the allocation of roles and responsibilities to each individual, and a discussion of the major events for each semester.

The duties of the SRC and captaincy team can be separated into two categories: regular duties and special events.

The SRC undertook the following duties on a weekly/daily basis:

- Attending weekly meetings during Wednesdays (or other day allocated) lunch. Students taking minutes; planning and discussion of events; assemblies etc. for the following week or month) .
- Leading and running of weekly K-6 primary assemblies (pre-plan week in advance during SRC lunch meetings) * *A sample of the weekly assembly is attached.*
- Assisting librarian with library duties when required by the librarian.
- Allocated SRC students assisting duty area teachers during recess and lunch (not every day)
- The distribution of notes from the office to the K-6 classrooms.

They also eagerly organised and participated in a series of innovative events, both annual and novel. A brief outline of each event is provided below.

1. International Mother Language Day (21st February)
2. Special Assembly – Parramatta Eels Visit (week 4, term 1)
3. Harmony Day (25th March) Monday Term 1 2019 Week 9 TIME: Periods 6 & 7
4. Walk Safely to School Day (17th May)
5. Ramadan activity –Primary Iftar (21st May)
6. Liaising and helping high school SRCs with fundraisers & Biggest Morning Tea event. (May)
7. Designing, creating & displaying posters for the new basket-ball court area
8. Designing, creating and displaying of posters for cleanliness of school, around the school, presenting posters & information via power-points and videos during weekly assemblies. (June)
9. Planning, composing & communicating assembly announcements leading up to the PYP Exhibition day (SRC leader in liaison with the PYP Coordinator)
10. Organising, planning, designing, collecting, distributing and monitoring of recycling bins in each K-6 classroom. (July-August)
11. Ushering of parents, assisting teacher aides during Kindergarten Orientation, in liaison with the primary head of teaching and learning
12. AIA WASTE FREE LUNCH Day – 27th November (in liaison with the council)
13. Assisting Performing Arts coordinator during end of year concert when required
14. Assisting K-6 teachers at the end of the year during room changes and general matters where required.

All in all, it has been a successful year of the SRC program at AIA and we hope to continue with bigger and better projects in the future.

Message from High School SRC Leader

Ms Sumaia ELKADOMI



The Student Representative Council 2019 of Secondary School comprised of 14 members from Years 7-10 and 10 members from Years 11 and 12. These students were elected through an application process and were chosen to represent not only their peers, but also the Academy and the local community. Students were involved in a two-day training workshop where they evaluated the qualities of a good leader and developed an understanding of the Constitution.

Meetings

Students participated in fortnightly meetings that were held to discuss, plan and reflect on initiatives, student concerns and how they can contribute to a positive school culture. Meetings were essential in planning events and delegating roles. The students led discussions and were guided by the leading teacher.

Roles and Responsibilities

The many roles of SRC involved their communication within the school through assembly, newsletters and classroom announcements. Each week, the SRC would take turns in hosting the Secondary assembly which would involve the recognition of student achievements, student reminders, class/individual performances, presentations and welcoming guest speakers. This not only helped students to develop communication skills and greater confidence to speak in front of large groups, but it also reflected the importance of student led initiatives and goal setting. The SRC not only look to develop their own leadership skills, they also look for opportunities for the rest of the student body to benefit. They are advocates for student voice and bring awareness to any concerns that may arise throughout the year.

An important responsibility the SRC uphold is modelling and promoting the Academy vision: "To develop graduates who are well prepared and self-motivated to advance Australia and to participate effectively as world citizens with Muslim values". The SRC promoted the Australian values of tolerance and mutual respect for all people, compassion, fairness and egalitarianism through their involvement in a variety of events mentioned below.

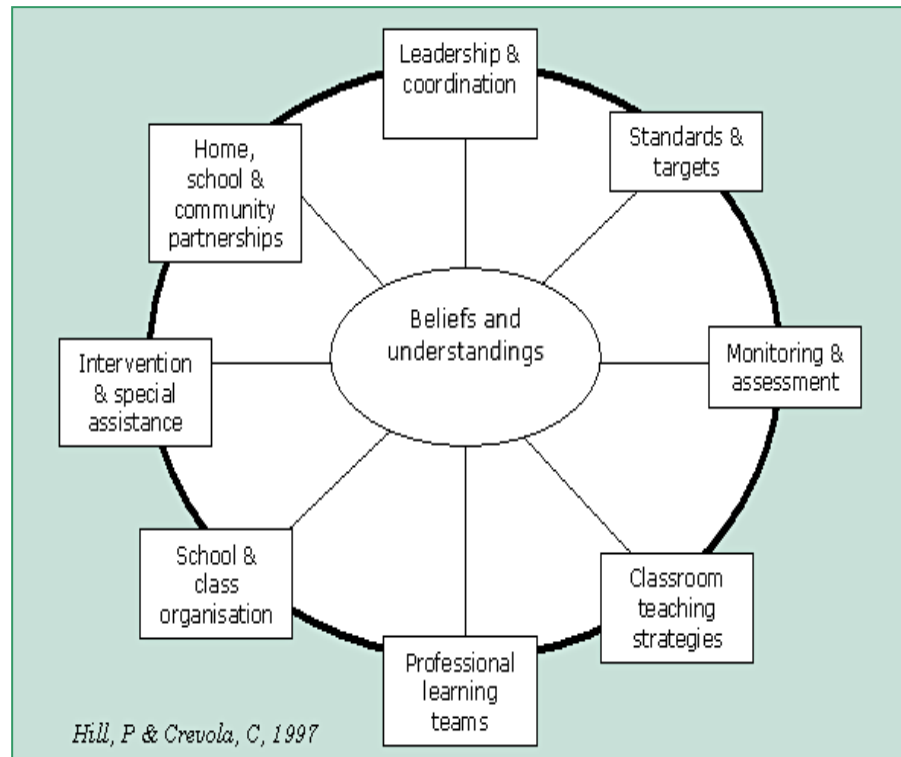
Events

There is now greater awareness involving effective pedagogy and the importance of out of class learning to further promote student's emotional, cognitive and social development. The SRC were involved in a variety of hands on learning to develop important skills to help them establish their passions and goals and adapt to a changing society.

As seen in the Hill, P & Crevola, c 1997 , which our school's improvement plan is based upon; an effective school has a developed home school and community partnership. Students had opportunities to develop relationships within the local community and saw the importance of coming together for common causes and values. One example was the Harmony Day celebration. The SRC as well as AIA's teacher lead Values Committee came together to develop a partnership with the Hills Shire local council and various community groups in celebration of the multi diverse Hills Shire community.

Local community groups such as Ability Links NSW showcased the different cultural groups within the Hill's District. The SRC helped facilitate the event which brought together many different community groups. The students were also involved in the following events:

- Developing and implementing an Anti-Bullying Academy wide workshop
- Participating in the AIS Anzac Day Commemoration
- High School Ramadan Iftar
- Cake Stalls
- RUOK Day
- Refugee awareness campaigns for Rohingya
- Westmead Children's Hospital visit and gift giving
- Gift packaging for the needy
- International Women's Day
- Bush Fire relief
- Youth Summit
- AIA Annual Academy concert
- Writing workshops and public speaking competitions
- Various fundraisers through Ausrelief, Penny Appeal, Human Appeal International.



REPORTING AREA 2

CONTEXTUAL INFORMATION ABOUT THE SCHOOL

The Australian International Academy, Kellyville is located in the fast growing Hills region north-west of Sydney. This region is a unique combination of semi-rural farm-lots, 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 adorned with native plants making the environment of the school both aesthetic and sustainable.

The Australian International Academy of Education LTD, Kellyville (AIAE) opened in 2013 with 20 students in Kindergarten to Year 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 2019 the numbers increased to approximately 465 students from Kindergarten to Year 12. In 2019 the school started using its Stage 3 buildings (of a 6-stage building development with an eventual capacity for 800 students). As a relatively new school we offer outstanding facilities and programmes for our students across our primary and secondary schools on the one campus.

Our dynamic staff stem from Muslim and non-Muslim backgrounds and both local and international experience. Our school community continues to rapidly grow with a richness of diversity, cultures, customs, and traditions. 2019 marked the second cohort of Year 12 students to undertake their final studies of the NSW Higher School Certificate (HSC). As we did in 2018, the School held the final Graduation Assembly and Ceremony with all the 2019 High School students, teachers, and parents in attendance to bid these amazing young men and women all the best with their future studies and endeavours.

AIAE 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 New South Wales 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.

AIAE is a company limited by guarantee and is governed by a highly professional and dedicated Board. The Board is responsible for the financial and the property management side and also sets the strategic direction of the Academy and all its schools. The Board is also responsible for overseeing the Campuses management and its financial operation, 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, assisted by the Deputy Principal and an Executive Team. The Board meets 9 times each year or as many times as required.

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) 2019

The Australian International Academy, Kellyville 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. The school performed above state level in all areas in all year levels and has shown exceptional growth in many areas.

YEAR 5



Network Name

All

School Name

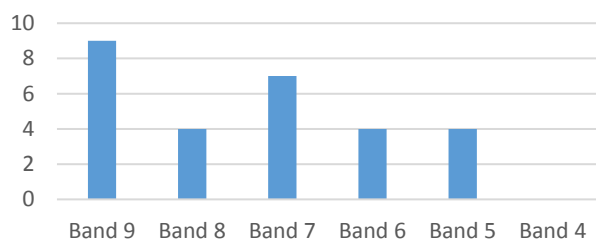
Australian International Acade...



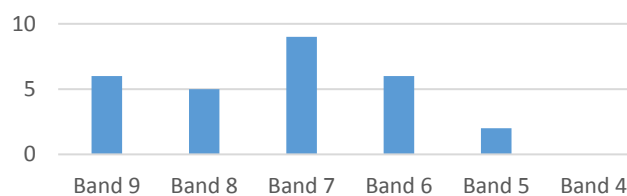
There is large uncertainty around the ability estimates for **extremely high performing students**. Students with **extremely** high results in the base year may be reported as having negative growth. Growth scores for these students are less meaningful and should be interpreted with extreme caution. A key benefit of transitioning to NAPLAN Online is that the growth scores for these students will be much more precise and accurate than those currently reported.

YEAR 7

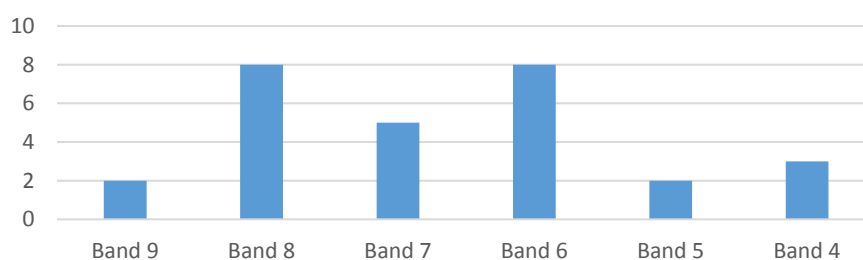
2019 NAPLAN Year 7 Numeracy
National Average -Mid Band 7
School Average - Mid Band 7



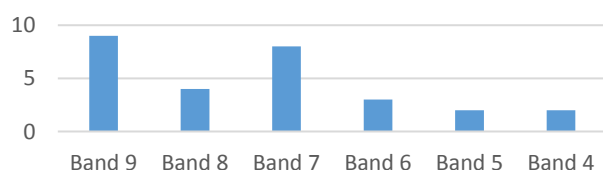
2019 NAPLAN Year 7 Reading
National Average -Low Band 7
School Average - High Band 7



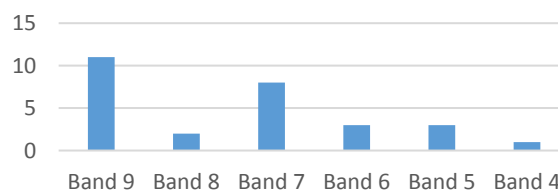
2019 NAPLAN Year 7 Writing
National Average -High Band 6
School Average - Low Band 7



2019 NAPLAN Year 7 Spelling
National Average -Low Band 7
School Average - High Band 7

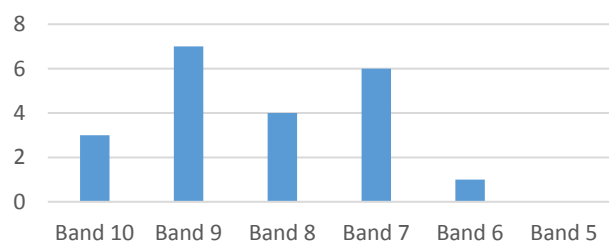


2019 NAPLAN Year 7 Grammar
National Average -Low Band 7
School Average - High Band 7

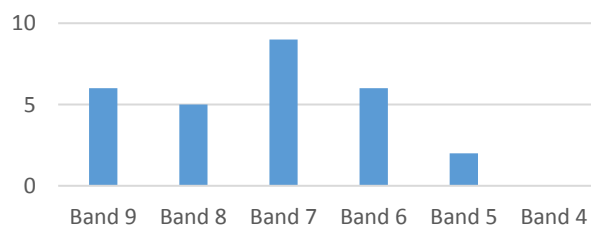


YEAR 9

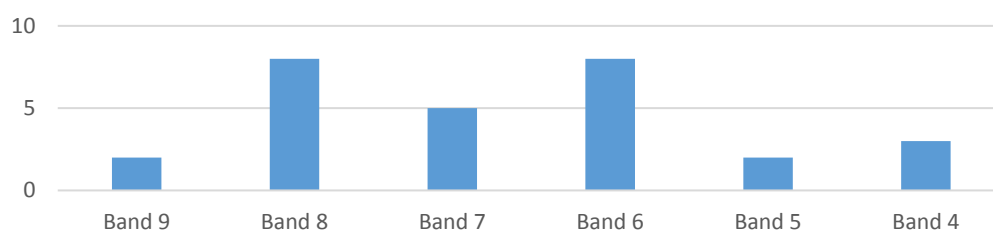
2019 NAPLAN Year 9 Numeracy
National Average - Low Band 8
School Average - Mid Band 8



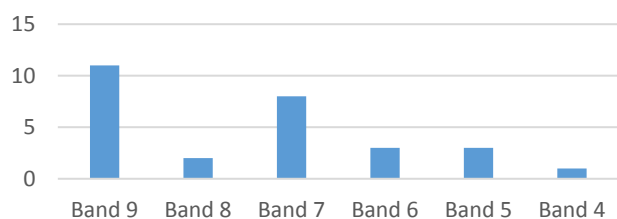
2019 NAPLAN Year 7 Reading
National Average -Low Band 7
School Average - High Band 7



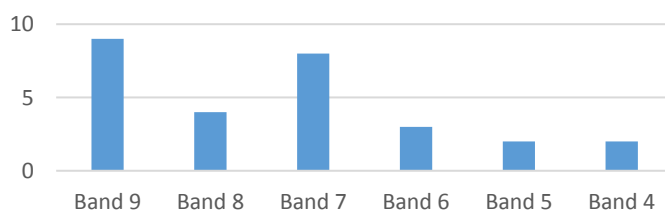
2019 NAPLAN Year 7 Writing
National Average -High Band 6
School Average - Low Band 7



2019 NAPLAN Year 7 Grammar
National Average -Low Band 7
School Average - High Band 7



2019 NAPLAN Year 7 Spelling
National Average -Low Band 7
School Average - High Band 7



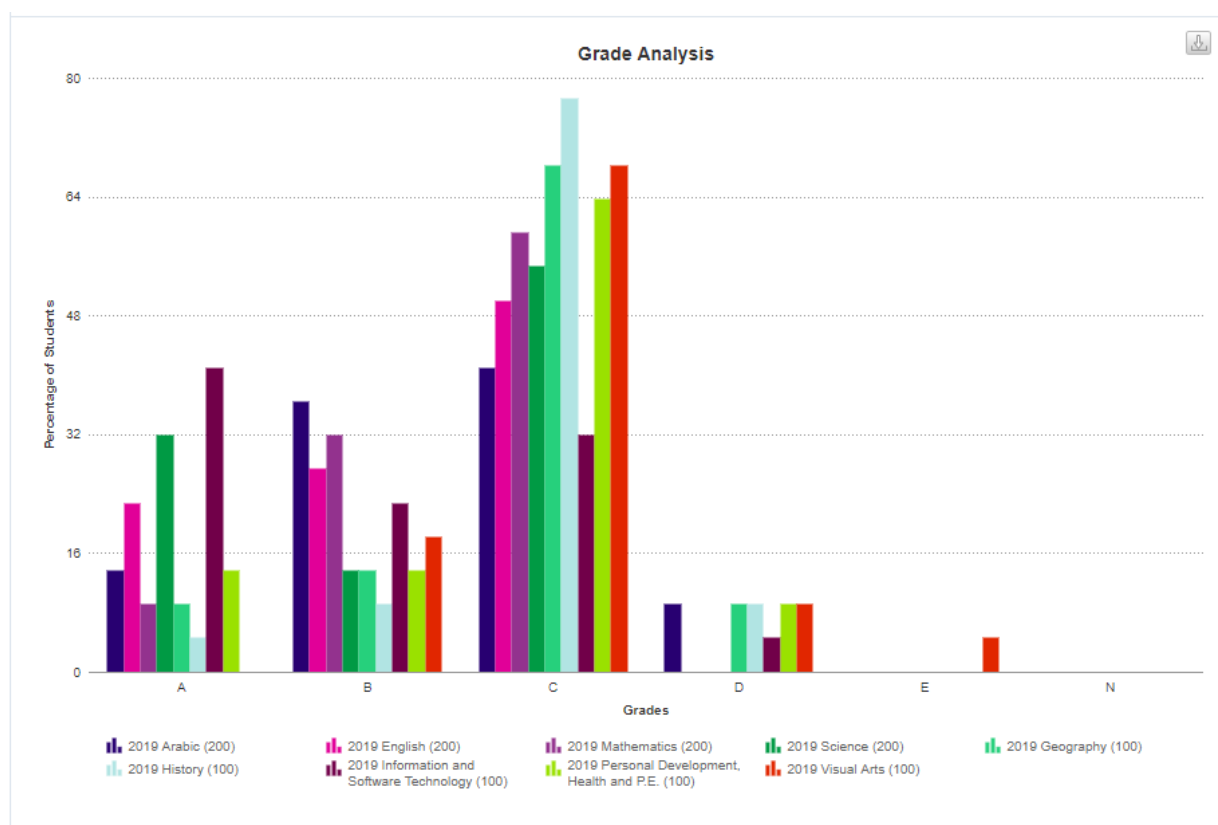
REPORTING AREA 4 & 5

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

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

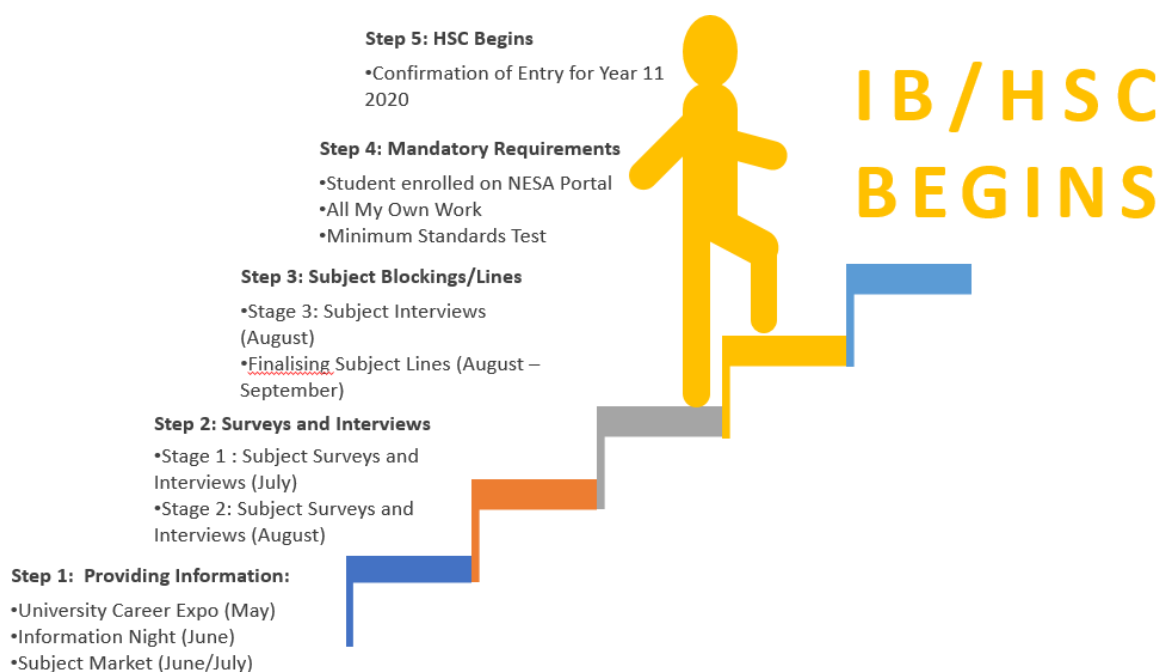
RoSA – Year 10 & 11

The school had 22 students in Year 10 in 2019 which is an increase of 8 students from 2018 and they all successfully completed their RoSA requirements. The results were quite pleasing and they were to get into the courses they wanted to pursue in Year 11. Below is the graph showing the percentages of each grade level subjects offered as part of the Year 10 RoSA Grades 2019:



Year 10 students also successfully completed HSC: All My Own Work course in 2019 before commencing Year 11 this year. The students also went through the induction process (shown below) to help them choose their subjects for Year 11.

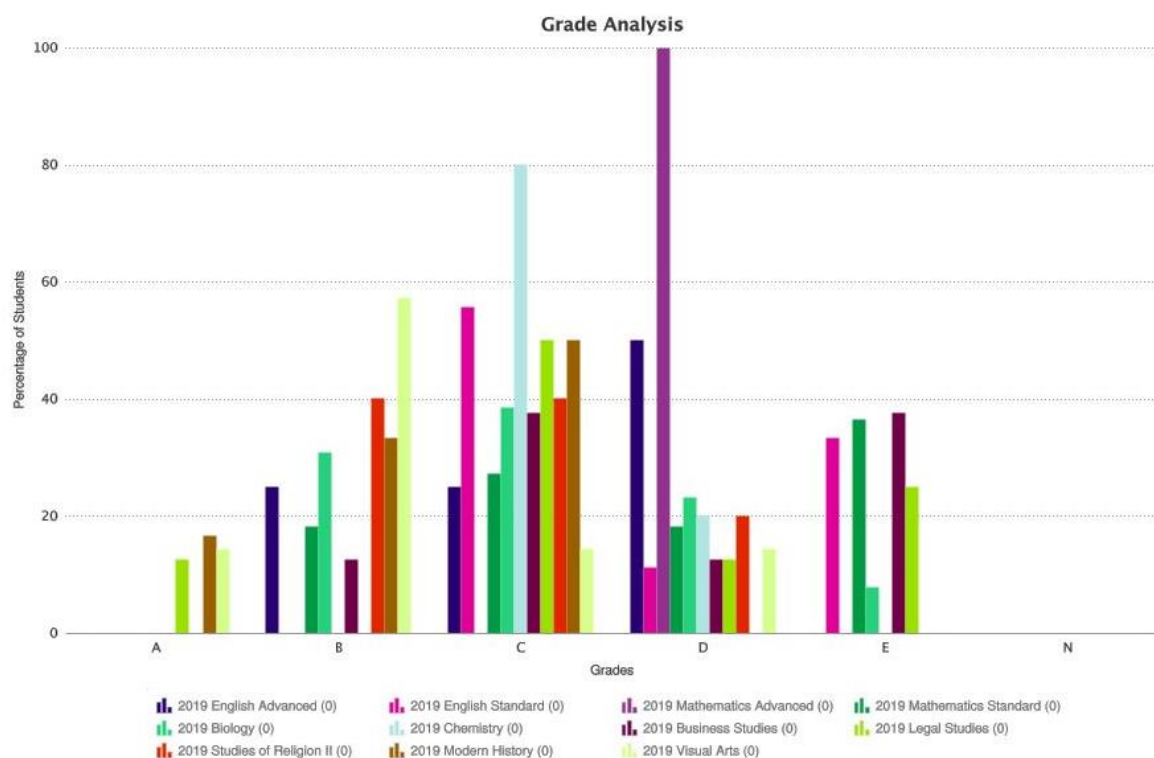
Steps of Choosing Subjects:



Preliminary Subjects offered for the Year 11 2020 are as follows: Biology, Business Studies, Chemistry, English Standard, English Advanced, Information Processes and Technology (IPT), Legal Studies, Mathematics Standard, Mathematics Advanced, Modern History, Studies of Religion II and Visual Arts.

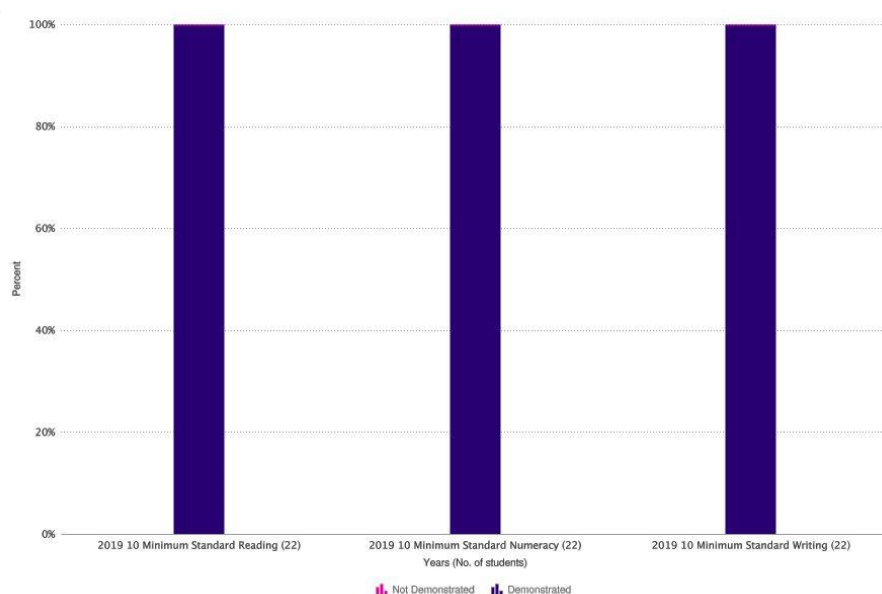
IB Diploma Subjects offered for the Year 11 2020 are as follows: Group 1: Language and Literature: English SL, Group 2: Languages: Arabic Ab initio SL, Group 3: Information Technology in a Global Society (ITGS) HL, Group 4: Biology HL, Group 5: Mathematics: Applications & Interpretations HL and Group 6: Chemistry SL or Visual Arts SL.

The school had thirteen students in Year 11 in 2019 and they all successfully completed their Year 11 Preliminary HSC requirements. They were all promoted to Year 12 in Term 4 of 2019. Subjects offered for the Year 11 2019 were as follows: Biology, Business Studies, Chemistry, English Advanced, English Standard, Legal Studies, Mathematics Standard, Mathematics Advanced, Modern History, Studies of Religion II and Visual Arts. Below is the graph showing the percentages of each grade level subjects offered as part of the Year 11 RoSA Grades 2019:

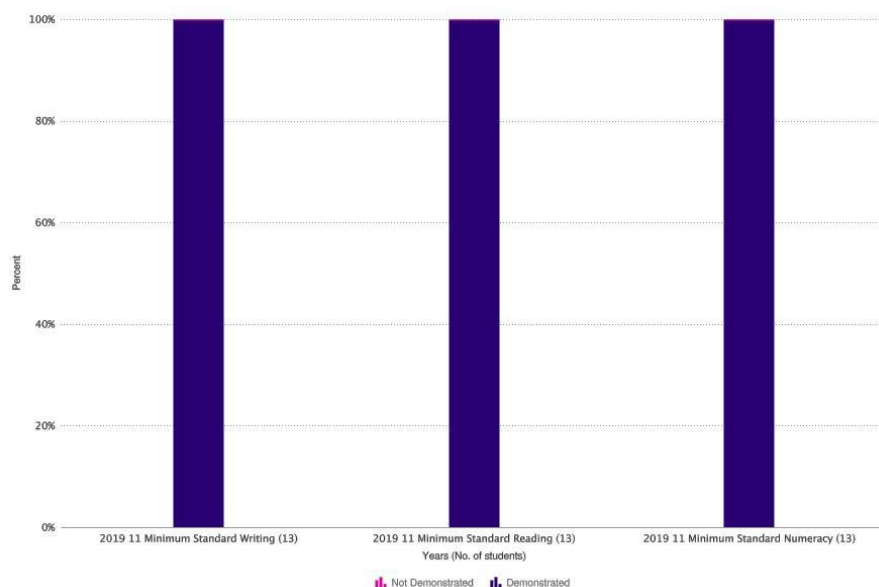


Minimum Standards Test – Year 10 & 11

All the students currently in Year 11 have achieved the minimum standard requirements in their Minimum Standards Test in 2019. Below are the Year 10 2019 Minimum Standards Test Results Analysis:



All our current Year 12 students are now eligible for HSC Credentials in 2020. Below are the Year 11 2019 Minimum Standards Test Results Analysis:



REPORTING AREA 6

Teacher Professional Learning and Accreditation

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, DP) conferences and workshops (local, interstate and overseas) each year.
- Educational Consultants work within the school to improve staff expertise in a number of areas.

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

In 2019 all teaching and non-teaching staff participated in professional learning activities provided by either internal or external providers (locally, interstate and internationally), completed various online modules in different areas of curriculum, child protection, governance etc. as well as weekly on campus workshops. Divided loosely into categories they included:

Student Management and Welfare, Library, CARS and STARS programme, PM Benchmarking, First Aide, Child Protection, Interdisciplinary Instruction, Visible Thinking Techniques, Classroom Observation and Feedback, International Baccalaureate Organisation Primary Years Programme, Middle Years Programme and Diploma Programme training, Student Portfolio Assessment, Literacy, Numeracy, Leadership and Management, NCCD, SMART Data training, Peer Support, Assessment and Reporting, teacher accreditation, Technology (Interactive whiteboard), Approaches to Learning, Thinking Curriculum, Graphic Organisers, Turnitin, E Learning, Science, STEAM 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 Diploma Programme (IBDP), the 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.

TEACHER ACCREDITATION 2019

Level of Accreditation	Number of Teachers
Pre 2004	4
Conditional	1
Provisional	5
Proficient	25
Highly Accomplished (voluntary accreditation)	
Lead Teacher (voluntary accreditation)	
Total number of teaching staff	35
Total number of non-teaching staff	15 including teachers aides

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 2019 for Kindergarten to Year 12 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	34
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	1
iii Not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

Teacher Attendance and Retention for 2019

The average attendance rate for teachers was 95.5%. This includes carer's leave, long service leave, paternity leave, family leave approved by the Board/Principal.

ATTENDANCE: 95.8%

RETENTION: 85%

REPORTING AREA 8

SENIOR SECONDARY OUTCOMES

HSC – Year 12

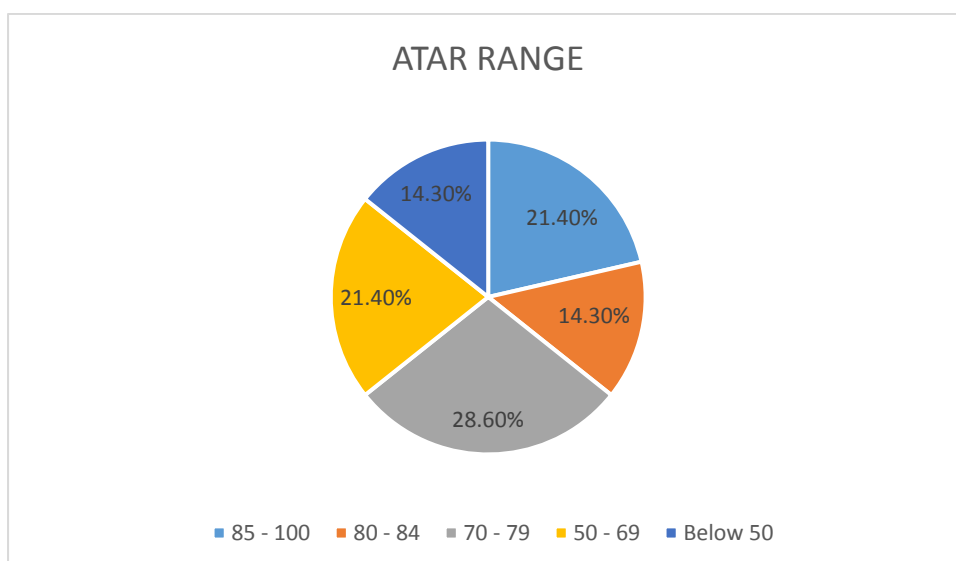
The school had fourteen students in Year 12 in 2019. The subjects offered were as follows: Arabic Continuers, Biology, Business Studies, Chemistry, Design and Technology, English Standard, Legal Studies, Mathematics, Mathematics Standard 2 and Studies of Religion II. They were all able to successfully complete their HSC requirements and received their HSC Credentials and Australian Tertiary Admissions Ranking (ATAR) in 2019. Over 20% of students achieved an ATAR results of above 80 or more with the highest ATAR ranking of 88.1. Congratulations to all our fourteen students who have been offered university admission. Below is the table showing Year 12 HSC 2019 School Group Statistics:

Course Name	Students Included	M.A. Mean	Ass Mean	E.M. Mean	State E.M. Mean	School/State Variation	Z-Score
Arabic Continuers 2 unit	2	82.3	75.5	80.8	79.75	1.05	0.09
Biology 2 unit	11	74.84	77.64	74.85	71.93	2.92	0.23
Business Studies 2 unit	10	76.42	75.2	76.24	72.18	4.06	0.29
Chemistry 2 unit	3	79.4	71.33	79.4	75.38	4.02	0.29
Design and Technology 2 unit	7	81.26	79.14	81.14	77.82	3.32	0.31
English Standard 2 unit	14	75.19	68.93	75.2	69.16	6.04	0.65
Legal Studies 2 unit	5	75.96	74	75.96	73.66	2.3	0.16
Mathematics Standard 2 2 unit	9	73.27	66.56	73.24	70.68	2.56	0.21
Mathematics 2 unit	5	74.48	73.4	74.48	78.01	-3.53	-0.26
Studies of Religion II 2 unit	4	74.7	78.25	74.7	76.58	-1.88	-0.18

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

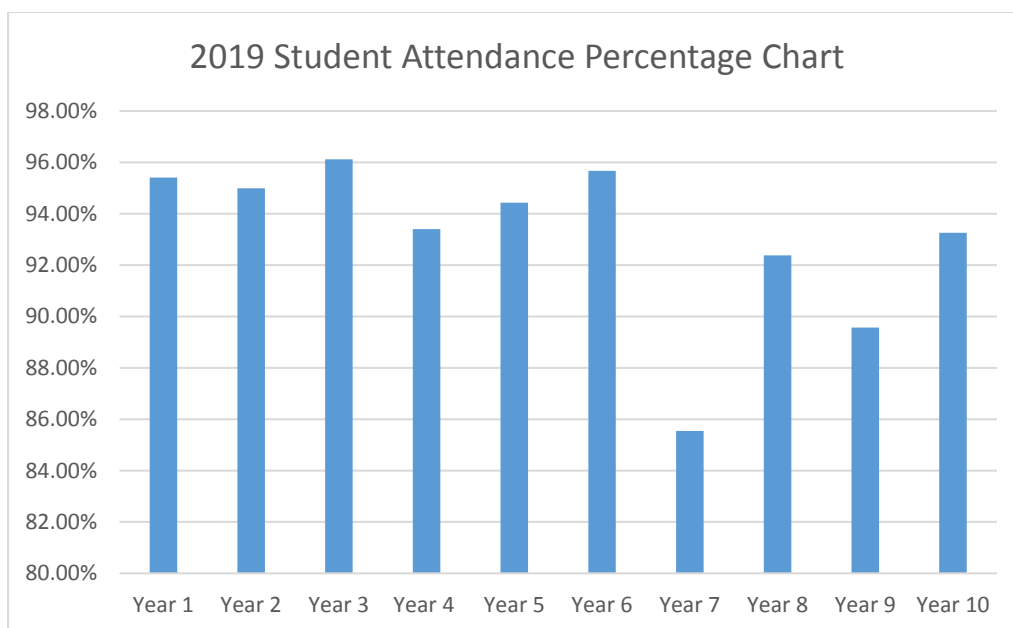
Course title	Institution name
Bachelor of Law and Accounting	Western Sydney University
Bachelor of Commerce/B Laws	Macquarie University
Bachelor of Information Systems	University of New South Wales
Bachelor of Pharmacy (Hons)	University of Newcastle
Bachelor of Criminal & Comty Justice	Western Sydney University
Bachelor of Applied Finance	Macquarie University
Diploma of Engineering	Macquarie University
Bachelor Medical Science	Macquarie University
Bachelor Sports & Exercise Management	University of Technology Sydney
Bachelor of Science	Macquarie University
Bachelor of Engineering (Hons)(Mechatronics)	University of New South Wales
Diploma in Business	University of Wollongong
Diploma Medical Science	Western Sydney University

Distribution of ATAR:



REPORTING AREA 9

STUDENT ATTENDANCE AND MANAGEMENT OF NON ATTENDANCE



Year Level	Attendace rate
Year 1	95.41%
Year 2	94.99%
Year 3	96.12%
Year 4	93.40%
Year 5	94.43%
Year 6	95.67%
Year 7	85.54%
Year 8	92.38%
Year 9	89.57%
Year 10	93.26%

Full policies are available to all staff on the intranet.

INTRODUCTION

At Australian International Academy of Education Ltd Kellyville, 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 will be followed by all those involved in the student's education. The process will be managed by the Head of School and the Student Registrar.

We also enforce the understanding that students of school age (five to sixteen years) are required to be in full-time attendance at a government or registered non-government school unless they are receiving approved home tuition, have a shared enrolment with a specialist setting, have received exemption from the Regional Director (Schools) or are enrolled in correspondence education.

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.

All HSC subjects require at least 120 hours of class time. IB Diploma Standard Level subjects require a total of 150 hours and High Level subjects require a total of 240 hours. Senior School students need to adhere to the Academy's attendance policy along with additional requirements.

PUNCTUALITY

1. Kindergarten – Year 12 students are expected to be at the Academy by 8:25am. It is the responsibility of all students to be in classes on time during the day.
2. Students arriving late after form assembly (08:43am) must report to the office and obtain a late pass from the **Compass Kiosk** machine. This needs to be completed before being admitted to their classes.
3. Where a valid reason exists for a student not being able to attend school at the required time, the parent should inform the Student Registrar via a signed note or telephone call. Parents have one week to inform the school of the reason for absence.
4. 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 second breach.
5. **Frequent breaches of the punctuality / attendance policies will require a parent interview.**

ADDITIONAL REQUIREMENTS FOR Year 7 - 12

6. In addition to the Official Attendance Roll on Compass, all subject teachers must keep their own subject attendance records and must mark their attendance Roll for every lesson on Compass.
7. Form Teachers 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.
8. Subject teacher must report lateness and frequent absences to the Form Class Teacher on a weekly basis for students in Years 7 - 11.
9. Year 12 teachers must report student lateness or absences from classes to the Year 12 Form Teacher on a daily basis for an immediate action.
10. Subject teachers and Form Teachers are accountable to the Head of Campus for the implementation of the above policy.

BREACH OF ATTENDANCE & PUNCTUALITY RULES

1. It is the responsibility of all students and their parents to observe the Academy Policy in relation to attendance and punctuality. However, Form/Class 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, the Form/Class Teachers 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. Form/Class Teachers 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 (03:30pm), a written note signed by a parent must be provided to the Form Teacher at the beginning of the day. Students are required to report to the office and sign out using the **Compass Kiosk** 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 using the **Compass Kiosk**.

STUDENT ABSENCES

1. Students are required to supply a written note signed by a parent explaining any absence from school immediately upon return.

2. In addition, a phone call should be directed to the School Office concerning **any absence longer than two (2) days**.
3. Senior School Students (Years 10 – 12) are not to exceed the Academy policy regarding absences, i.e. 5 days per semester, unless there is a genuine acceptable reason ie medical

OVERSEAS TRAVEL

1. Students intending to travel overseas during the academic year must seek approval from the Academy. All such travel days are regarded and recorded as absence(s).
2. All Years 9 to 11 students, including overseas students, who continue to the following levels must attend the End of Year Induction Program.

RE: ABSENCE NOTE:

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

In 2017 we had 15 students in year 10. In 2019 we had 14 students in Year 12. The student who left went overseas with his family.

2017 Year 10 to 2019 Year 12 RETENTION rate: 94%

POST SCHOOL DESTINATIONS

Congratulations to AIA Kellyville's group of 2019 fourteen HSC Graduates on their excellent results and achievements, and a special congratulations to the School Dux, Abdul Haseeb Shazeb who achieved an ATAR of 88.10 and is studying Bachelor of Engineering at New South Wales University. All the results were extremely pleasing and all of our students received first round offers, winning places in some prestigious universities and courses. The following are some of the courses in which our students have been accepted: Medical Science, Arts, Psychology, Commerce, Social Science, Design/Architecture, Law, accounting, Pharmacy and Business. We congratulate all students for their individual achievements and wish them well in their tertiary and further study.

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.
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 the bond, 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. 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

- 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.
- If the Academy Head NSW, or any person deputing for the Academy Head 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 Academy Head or deputy may exclude the student permanently or temporarily at their absolute discretion.
- If the Academy Head NSW, School Board 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 Head NSW, School Board 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.
- The school reserves the right to suspend or cancel the enrolment of a student for serious or continued breaches of school rules.
- 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) led by the school Counsellor and Student Management Leader and which includes the Principal, Deputy Principal, the level coordinators/ form teachers and the Head of Teaching and Learning.

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 Principal, 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



Paul Evan APOSTOLOU

Deputy Principal

2019 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 2019. The modest achievements made in 2019 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, MYP and DP). 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. The use of data in various areas of

	school operations to inform our teaching and learning decisions, planning and preparations
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 Primary Years Programme, Middle Years Programme and Diploma Programme 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

“Traditionally we often study what is taught. We need to learn to create and innovate.”

- Ed Parker, Founder of American Kempo Karate (1931-1990)

Ed Parker was a revolutionary in the martial arts circles for his insistence that his students always ask him questions and seek guidance with what he taught them. One of the fundamentals of his system was all the instructors had to innovate, add and expand the knowledge and skills base of the Kempo. Like Ed Parker Australian International Academy, Kellyville works to establish a system for students to be masters with a strong foundation and the flexibility and proficiency to create new skills in order to adapt to the new contexts and challenges surrounding them.

1. Teaching-learning and Co-curricular

Teachers continue to consolidate and improve the academic teaching-learning programmes for the national NESA: Kindergarten to Year 10 RoSA, and Years 11 Preliminary and Year 12 HSC Courses. Reflecting on this and last year’s NAPLAN results, all our students from in Years 3, 5, 7, and 9 performed above the state average in all areas of: Reading, Language conventions, Writing, and Numeracy. Across the school, teachers extend and support students’ learning through programmes such as: Reading Eggs, Athletics, PM Benchmarking, Education Perfect Learning Suite and Competitions, and the ACER PAT-R Literacy and PAT-M Numeracy Test Suites. Similarly, teachers align the NESA

Curriculum with the International Baccalaureate Programmes to develop students' awareness and action related to local and global issues, develop and refine their approaches to learning, and connect their knowledge, skills and understandings through conceptual frameworks, structured-guided-open inquiry, and making their thinking visible. Our amazing teachers also provide opportunities to excel themselves in: Arabic, Drama, Debating, Lego and Robotics, Music, Mathematics Olympiads, Public Speaking, STEAM initiatives, Visual Arts Competitions, Writing workshops, and events such as After-school sports, the Annual Concert, Exhibitions, Student-led Conferences, and Sports Gala Days.

2. Service as Action and the SRC (Student Representative Councils)

This year, all our Primary and High School students as well as the SRC representatives from Years 1 to 12, have gone above and beyond to act and service as part of their local and wider communities. They have arranged, organised, facilitated, and conducted: Ramadan Iftars, food drives, cupcake stalls, morning teas, reading programmes, movie days, assisting with sports gala days, Schoolboxes for Syria, Appeal for Sudan, Human Appeal and Together for Humanity Inter-School Exchanges. 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.

3. E-Learning

E-Learning is a pivotal part of teaching-learning for all students to have the necessary skills and understandings for the 21st Century and beyond. This year, the School furthers its integration of ICT across all key learning areas and year levels. For our administration and communication tools, we utilise the Compass LMS, PC School the SkoolBag App for attendance, communication, reporting, and for all other school administration processes and procedures. Teachers and students balance the demands of the digital age with the more traditional practices: such as note-taking, writing, and reading, and so forth. For the Primary School, there is concerted efforts with the implementation of: IPADS, literacy and numeracy programmes, general online learning resources, and STEAM initiatives. In the High School across Years 7-12, our BYOD laptop programme and the use of the Jacaranda Digital Bundle E-texts is complemented with the use and support of 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. We look forward to further developing our E-Learning and integration of ICT for all students, teachers, and parents next year and beyond.

4. STEAM (Science Technology Engineering Arts Mathematics) Learning

In line with a national and international focus on STEAM, the School continues to foster and promote initiatives to engage all students in Sciences, Technology, Engineering, the Arts, and Mathematics. Students have produced some amazing experiments, investigations, and research as part of their formative and summative learning in the STEAM classes. Numerous STEAM activities include: the National Science VALID tests, Sydney Water, Enrichment classes, and Science Week. For the first time this year, students are involved with the First Lego League and the Mathematics Olympiad. Students use their creativity, knowledge and skills across all these disciplinary areas to develop and create amazing pieces of work of discovery and imagination.

5. Year 6 PYP Exhibiton and Year 10 MYP Personal Projects

The Year 6 and 10 students work both individually and in groups along with a staff mentor on a culminating project on independent research and learning throughout the year. Again this year, Year 10 students work for the duration of this year on a culminating, independent project. Each and every student's project and exhibition demonstrates the culminating philosophy, knowledge, skills, and understanding of the PYP and MYP Programmes. A major component of the students' work is the process journal where they document the process of their journey from start to finish. Students brainstorm, collect research and data, reflect and modify their learnings in order to produce their work based on specific questions of inquiry. Well done to all students for their efforts, diligence, and persistence to produce very impressive works, products, reports, and reflective journals.

6. International Baccalaureate Programmes: IB PYP, MYP, and Diploma.

As a school, we continue to review and refine in alignment with the NESA and Australian curriculms, the IB PYP (K – Yr 6) and IB MYP (Yr 7 – 10) programmes. These frameworks provide our students to develop the IB Learner Profile attributes, Approaches to Learning (ATL) Skills; conceptual understandings, knowledge and skills in order to become lifelong learners and global citizens. Further to this, our journey as an IB World School has been consolidated with the authorisation of our School to offer the IB Diploma for Year 11 and 12 students from the 2020 academic year. The School commends and sincerely appreciates all our staff for their hardwork to achieve our authorisation status. The authorisation process is extremely comprehensive and intensive in order to ensure our School vision, mission and teaching-learning is aligned with the International Baccalaureate.

Let us all work together as strong, supportive, positive School Community for our students to become “well-prepared, self-motivated graduates who advance Australia with Muslim Values.

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 and wider 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 serve 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 activities/initiatives undertaken throughout 2018 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;
- SRC organising the annual Iftars during Ramadan.
- 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
- Our annual Year 9 excursion to Canberra
- Pastoral Care and sporting camps for Year 5, 7 and Year 9
- Year 12 leadership Camp
- 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 19 students only from Kindergarten to Year 6. This number climbed up to approximately 448 in 2019. 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.

p, 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

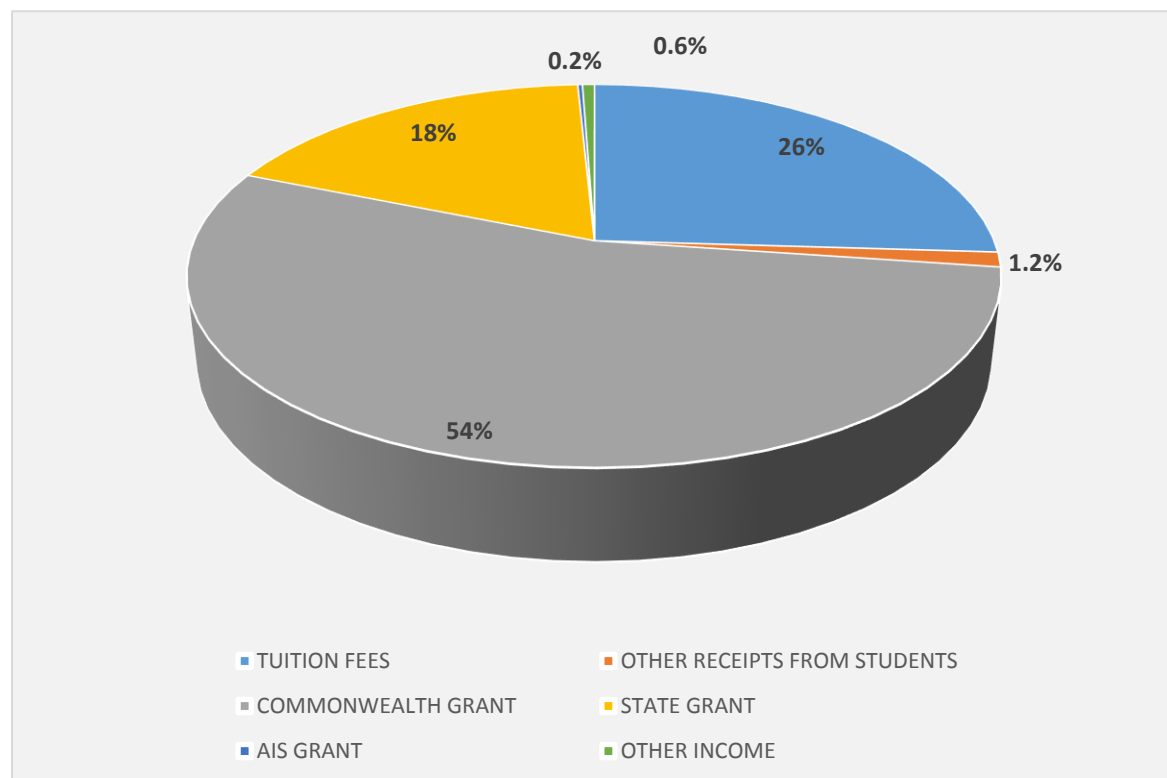
Participation levels in the full range of student activities were exceptional at the Academy during the course of 2019. Students were fully engaged in their academic programs, participated fully in numerous co-curricular activities and continued the strong focus on Community and Service activities. All 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

School Accountant: Mrs Safura FATIMA

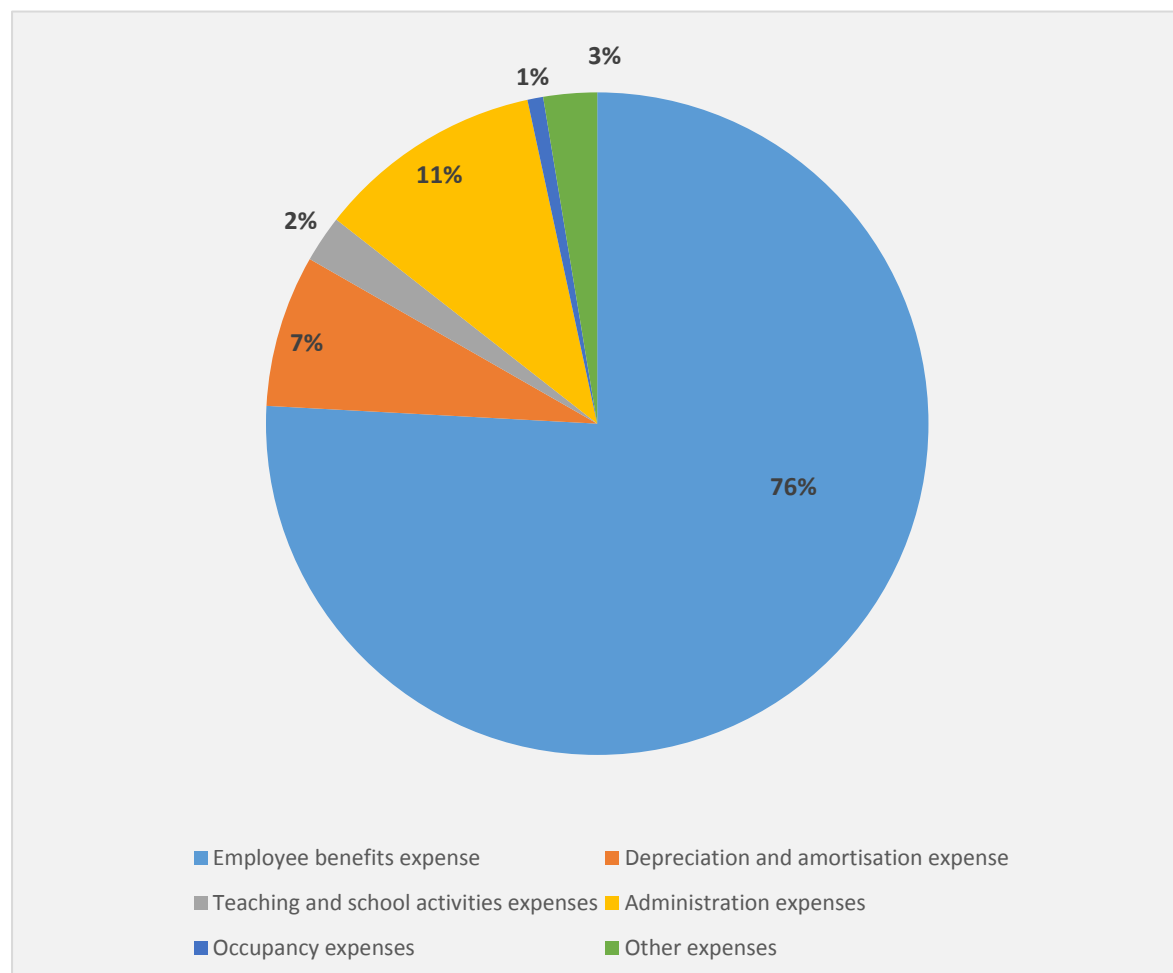
KELLYVILLE 2019 SOURCE OF FUND

COMPONENTS OF INCOME		2019	%AGE
	TUITION FEES	1,751,063.00	26%
	OTHER RECEIPTS FROM STUDENTS	84,394.00	1.2%
	COMMONWEALTH GRANT	3,637,883.00	54%
	STATE GRANT	1,217,251.00	18%
	AIS GRANT	14,836.00	0.2%
	OTHER INCOME	38,682.00	0.6%
	Total	6,744,109.00	100%



KELLYVILLE 2019 APPLICATION OF FUND

COMPONENTS OF COST		2019	%age
	EMPLOYEE BENEFITS EXPENSE	5,130,514	76%
	DEPRECIATION & AMORT. EXPENSE	501,816	7%
	TEACHING & SCHOOL ACTIVITIES EXPENSES	154,670	2%
	ADMINISTRATION EXPENSES	747,774	11%
	OCCUPANCY EXPENSES	51,870	1%
	OTHER EXPENSES	176,847	3%
		6,763,491	100.00%



Kellyville School
Statement of Profit or Loss and Other Comprehensive Income

	2019	2018
Revenue and other income		
Gross tuition fees	1,751,063.00	1,649,234.00
Commonwealth grants	3,637,883.00	3,146,167.00
State government grants and other grants	1,217,251.00	1,072,127.00
AIS Grant	14,836.00	64,351.00
Other receipts from students	84,394.00	75,105.00
Other income	38,682.00	50,480.00
Total income	6,744,109.00	6,057,464.00
Expenses		
Employee benefits expense	5,130,514.00	4,494,078.00
Depreciation and amortisation expense	501,816.00	529,482.00
Teaching and school activities expenses	154,670.00	233,225.00
Administration expenses	747,774.00	493,913.00
Occupancy expenses	51,870.00	29,962.00
Other expenses	176,847.00	69,020.00
	6,763,491.00	5,849,680.00
Surplus for the year	- 19,382.00	207,784.00
Other comprehensive income for the year	-	-
Total comprehensive loss / (income) for the year	- 19,382.00	207,784.00

AIA Kellyville Enrolment Numbers		
Year	Total	%age
2006	N/A	N/A
2007	N/A	N/A
2008	N/A	N/A
2009	N/A	N/A
2010	N/A	N/A
2011	N/A	N/A
2012	N/A	N/A
2013	19	N/A
2014	142	647%
2015	226	59%
2016	298	32%
2017	369	24%
2018	403	9%
2019	448	11%
2020	478	7%

