



KELLYVILLE ANNUAL EDUCATIONAL FINANCIAL REPORT 2020



ADVANCEMENT
DETERMINATION
FAITH

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REPORTING AREA 1

MESSAGES FROM KEY SCHOOL BODIES

Academy Head, NSW

Kellyville Principal



The year 2020 has been like no other, with our Strathfield and Kellyville school communities dealing with numerous challenges of our five year renewal of registration and accreditation at Kellyville school, separation from the Melbourne schools and the **coronavirus pandemic (COVID-19)**. However these challenges have been opportunities for growth and improvements on many fronts. Our schools with all its employees, teaching and non-teaching have responded with incredible professionalism and resilience to meet the challenges presented to us. Our staff have worked

tirelessly throughout the year to support our kindergarten to Year 12 students in those stressful times to ensure the students' best interest are at the fore. And all this with smiles on their faces and their humour intact. Thanks to our staff's huge reservoirs of patience, persistence and energy our schools managed to turn these challenges into opportunities for growth. We could not be prouder of our staff, students and parent community for the character, dedication and resilience they have shown throughout the year in responding to those challenges. May God bless you all.

It has been a very busy, challenging 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), the International Baccalaureate Primary Years Programme (IB PYP) and the NESA programmes and requirements.

Kindergarten to Year 6 classes continued on their rich PYP journey with engaging and exciting Units of Inquiry, and our High School students continued to grow and flourish with the Middle Years Programme. Our Year 10 students celebrated completing their IB MYP Journey and received their official certificates in a ceremony held at the end of Term 4. Both the IB PYP and IB MYP provide our students and staff with excellent opportunities and experiences that are significant, relevant, challenging and engaging.

Year 6 students, under the guidance and support of their teacher mentors, worked hard on their PYP Exhibition, which is the culmination of completing their IB Primary Years Programme journey. The Primary Years Programme (PYP) exhibition represents a significant event in the life of our year 6 PYP students as they share the essential elements of the programme with the whole school community. It is an opportunity for students to exhibit the attributes of the International Baccalaureate (IB) learner profile they have been developing throughout their engagement with the PYP. Students engaged in a collaborative, transdisciplinary inquiry process that involved them in identifying, investigating and offering solutions to real-life issues or problems. The journey has been very exciting, creative and a marvellous opportunity to demonstrate independence and responsibility for their own learning, to explore real life issues from multiple perspectives and to demonstrate how students can take action as a result of their learning. The Year 10 students completed their MYP Personal Projects which is an individual project completed in the student's own time, over several months. Its main purpose is for the student to LEARN about their chosen topic, to learn about themselves as learners, and to achieve a goal through the completion of a product or outcome through the lens of a Global Context. The Personal Project consists of three main components: a Process Journal, a Report of 2500 -3500 words and a Product or Outcome. Students are expected to spend around 30 to 40 hours on their Personal Project under the guidance and support of a mentor teacher assigned to them. The Personal Project Exhibition, as you can see in this magazine, is something of which we are all proud.

Year 12 is always a challenging but ultimately a rewarding year, providing students the opportunity to demonstrate their growth, in every sense, as they finish their time at school. This is indeed true for 2020 and, in the face of unprecedented challenges, students have shown more than anyone might possibly realise. They have shown resilience in the way that they kept moving forward despite the obstacles they faced. They have demonstrated such a deep sense of caring as they supported each other throughout this final leg of their journey through their school. And they have demonstrated their leadership in the example they have set and the encouragement they have provided for each other and for younger students. Our Year 12 students couldn't have done it without the wonderful support and guidance shown by our highly professional and dedicated staff.

I congratulate all our Year 12 students and wish them all the best for their future, inshallah, and leave them with the encouragement to be brave and wise in their decisions and choices, open to the possibilities ahead of them, and revel in the challenges that Allah SWT will put before them on their lifetime of learning.

As we close this academic year and set an ambitious agenda for the next, I extend a special thanks to our community — students, staff, alumni, and all AIA'S friends and partners, for a challenging but successful year.

I pray to Allah swt that we as a school community see current obstacles and challenges as opportunities for growth and for stretching our existing abilities, and that setbacks can be preludes to greater triumphs inshallah. I say that with the conviction of one of the greatest gifts that Allah swt has bestowed upon us through Islam, and that is our capacity to rise above adversity to achieve benefits for our community and for all society.

Academy Board's Message

Mr Danny Mikati, Chairman



It is my esteemed honour and privilege to deliver the first message as chairman of the board at AIAE LTD - the NSW board governing Kellyville and Strathfield schools.

In our inaugural year our board has worked tirelessly to navigate the organisation into a new chapter of its journey.

I have had the pleasure of working with amazing individuals on this board with the vision of developing and expanding the AIA philosophy throughout the education sector.

We must firstly recognise and applaud the staff at both schools, who've done an incredible job in unprecedented times !

Our principals, teachers and support staff who've endured constant challenges due to COVID-19, yet succeeded to ensure our students received the best possible education and nurturing. To all of the staff at Strathfield and Kellyville - We thank you.

To our parents and students- you are the foundation of our schools. Your resilience has been nothing short of inspirational.

On behalf of the board , I commend you for your commitment and express our deepest gratitude for your continued support.

We look forward to a fresh start next year, God Willing, and hope for a pandemic- free education experience. We know that we have the right team to guide the students through any challenges, and we look forward to 2021.

Best wishes to all our year 12 students graduating this year, we are sure you will make us all proud in your future endeavours.

Have a joyous and safe holiday period, this is one year we've all definitely earned a break

Message from Primary SRC Leader Ms Shaheda Ahmed

2020 has certainly been a challenging year for the SRC team! Due to the Covid19, social distancing, remote learning, and the restriction of incursions among other activities, the 2020 SRC team were not able to do as much as previous years.



Nevertheless, this year's SRC team carried out some exciting activities to the best of their ability.....

Throughout the year, the SRC students and the captaincy team ran the K-2 and 3-6 assemblies with discipline, enthusiasm, and planning.

Most of the planned activities were carried out during term 3 as restrictions were eased and most AIA students were back at school regularly.

One of the most rewarding activities both the primary and high school SRCs collaboratively carried out was the winter **Blanket & Beanie Drive**. It was an outstanding whole school effort. The SRC students engaged tirelessly and received an overwhelming response from the students, teachers, and the wider school community.

In term 3, the team also had the opportunity to organise and run the annual AIA Principal's Spelling Bee 2020. It was an exciting event.

The SRC team discussed and planned the regular assemblies and special assemblies for events such as Harmony Day, Jump Rope for Heart, Year 6 Exhibition Action activities, the Annual book week book parade and Footy Colours Day celebrations!

Overall, despite all the challenges and restrictions of the year 2020, the team did a remarkable job!

I would like to express my appreciation for the continued positivity of all the members throughout this year, as well as their regular attendance of the SRC meetings. May Allah swt. reward you all for your efforts and intentions.

Message from High School SRC Leader

Ms Sumaia ELKADOMI



What a journey 2020 has been! We have seen what great leadership looks like when nations were challenged with dealing with this pandemic. We sacrificed for the better good of society, but more importantly we learnt the importance of community and helping one another during such difficult times. The world realised how small our global community is and learnt the role we all play in its success. Although restrictions limited many of our proposed ideas and initiatives for 2020, we managed to squeeze in some well worthy tasks. In the quieter times we had more time to reflect and look for ways of self-improvement. Students promoted the importance of exercise and staying active during Covid with their keeping fit challenge.

Each year students have an opportunity to take part in the Hills Youth Mental Health Forum. This year students were asked to send through a video discussing the importance of conversations surrounding mental health and strategies to deal with our day to day stresses. The academy Captaincy Team put together a video to discuss ways in dealing with their mental health. Furthermore, SRC students facilitated RUOK Day with Ms. Alaa to help promote such conversations. SRC and Captaincy team teamed up with primary SRC to learn and encourage healthy conversations about mental health. It was incredible to see the support our students showed each other during these sessions and the importance of student lead initiatives.

Students have been actively facilitating the 7-12 assemblies. It is great to see how far students have come in developing crucial communication skills and confidence. Here students were congratulated for their efforts and hosted many special assemblies.

Another highlight of the year was the Beanie and Blanket Drive. SRC from Primary and Secondary, joined forces to help supply winter goods to the disadvantaged members of our society. Our students collected an impressive amount of beanies, blankets, gloves and socks that we were able to provide to two different organisations- the LMA and the Soroptimist International the Hills.

We look forward to seeing all the many more great achievements our students will endeavour for the future of our community. In the words of the prophet Muhammad (PBUH) "Be kind, for whenever kindness becomes part of something, it beautifies it."

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-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 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 and to 484 in 2020. The school continued to use its Stage 3 buildings (of a 6-stage building development with an eventual capacity for 800 students) and installed three portable classrooms to accommodate the rapid increase in student numbers. 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. 2020 marked the third cohort of Year 12 students to undertake their final studies of the NSW Higher School Certificate (HSC). As we did in 2018 and 2019, the School held the final Graduation Assembly and Ceremony with all the 2020 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

NOT APPLICABLE AS NAPLAN WAS CANCELLED DUE TO COVID

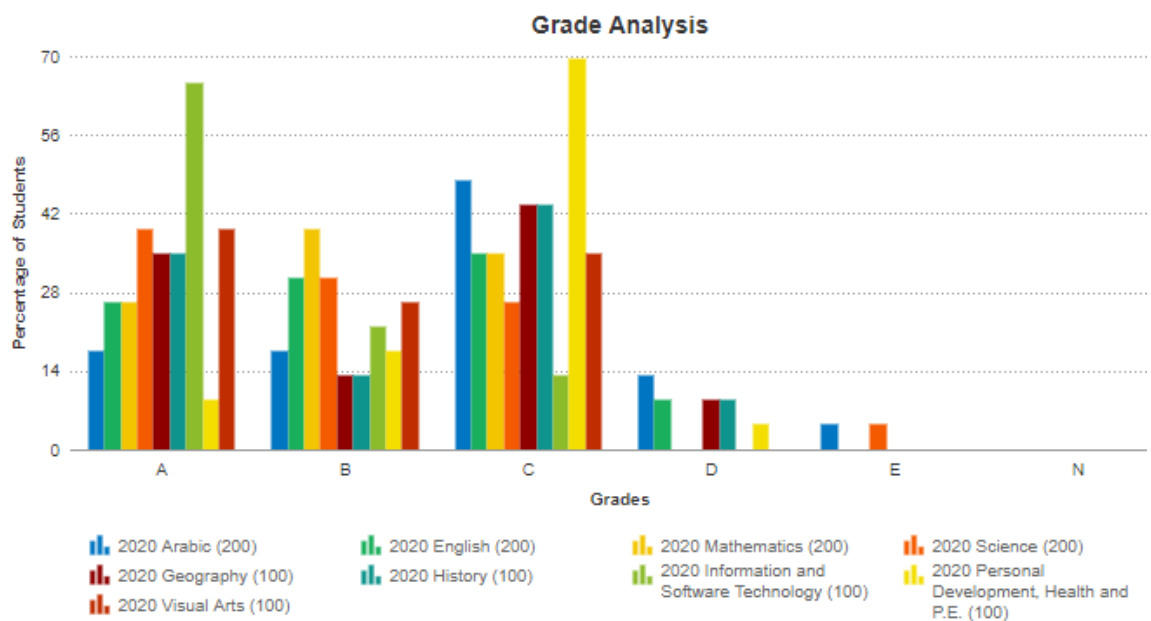
REPORTING AREA 4

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

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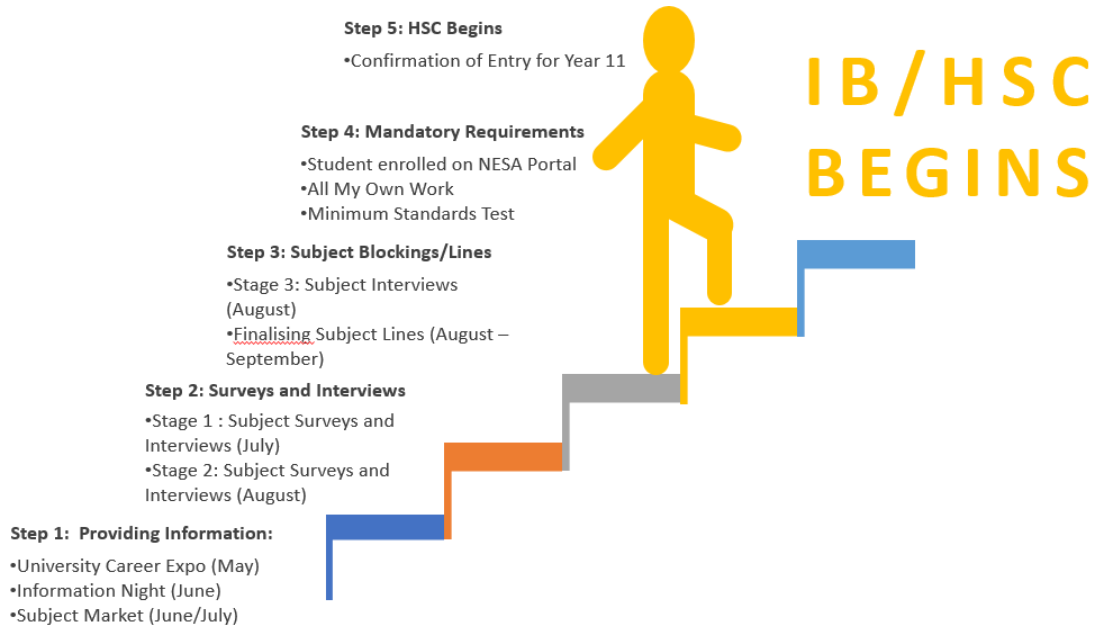
RoSA – Year 10 & 11

The school had 23 students in Year 10 in 2020 and they all successfully completed their RoSA requirements. The results were quite pleasing and they were able 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 2020:



Year 10 students also successfully completed HSC: All My Own Work course in 2020 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.

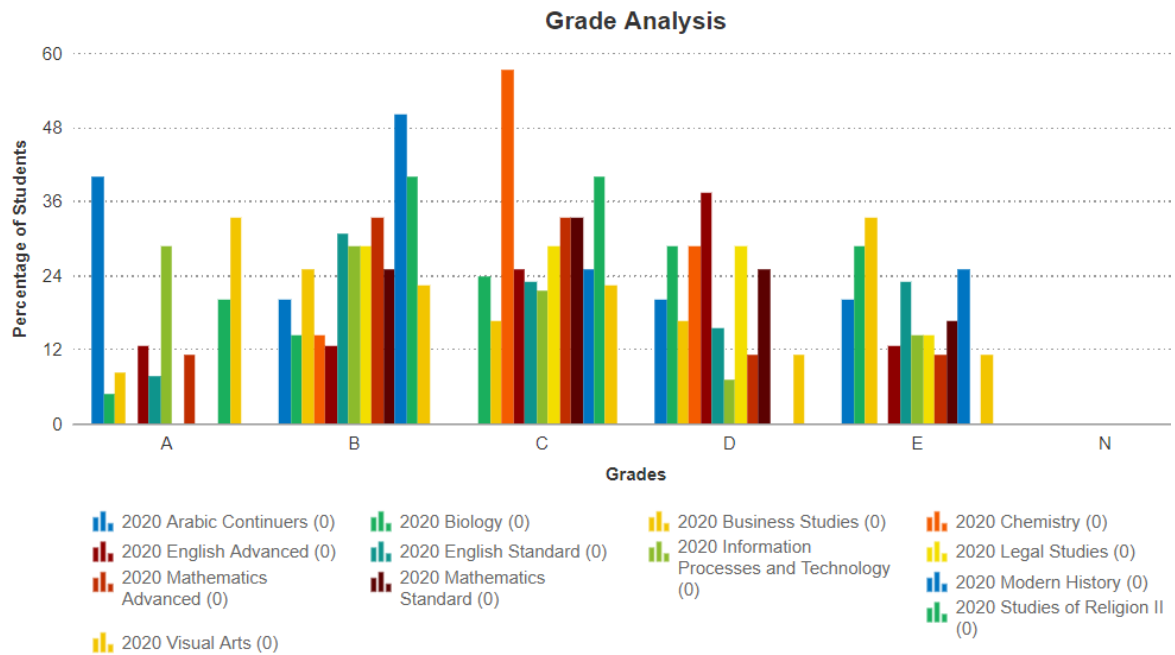
Steps of Choosing Subjects:



Preliminary Subjects offered for the Year 11 2021 are as follows: Biology, Business Studies, Chemistry, Economics, English Standard, English Advanced, Information Processes and Technology (IPT), Legal Studies, Mathematics Standard, Mathematics Advanced, Personal Development, Health and Physical Education (PDHPE), Society and Culture, Studies of Religion II and Visual Arts.

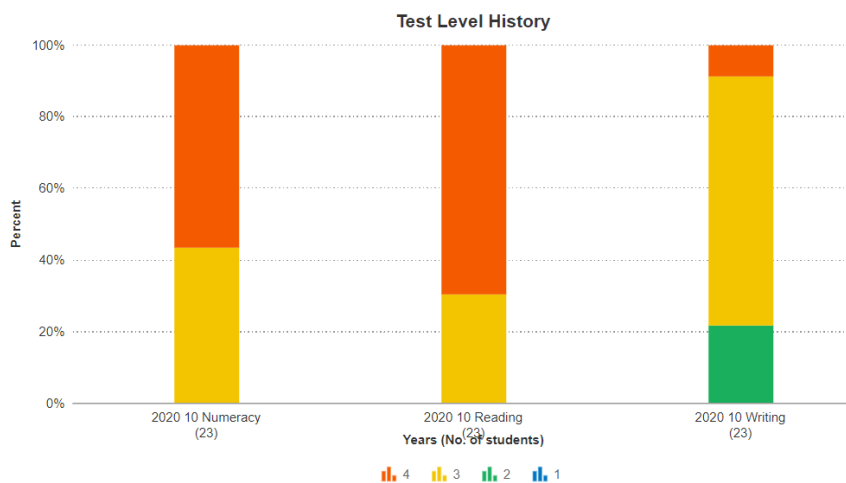
The school had 21 students in Year 11 in 2020 which is an increase of 8 students from previous year in the same year level and they all successfully completed their Year 11 Preliminary HSC requirements. They were all promoted to Year 12 in Term 4 of 2020. Subjects offered for the Year 11 2020 were as follows: Biology, Business Studies, Chemistry, English Advanced, English Standard, Information Processes and Technology (IPT), Legal Studies, Mathematics Standard, Mathematics Advanced, Modern History, Studies of Religion II and Visual Arts. IB Diploma Subjects offered in Year 11 2020 were 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.

Below is the graph showing the percentages of each grade level subjects offered as part of the Year 11 RoSA Grades 2020:

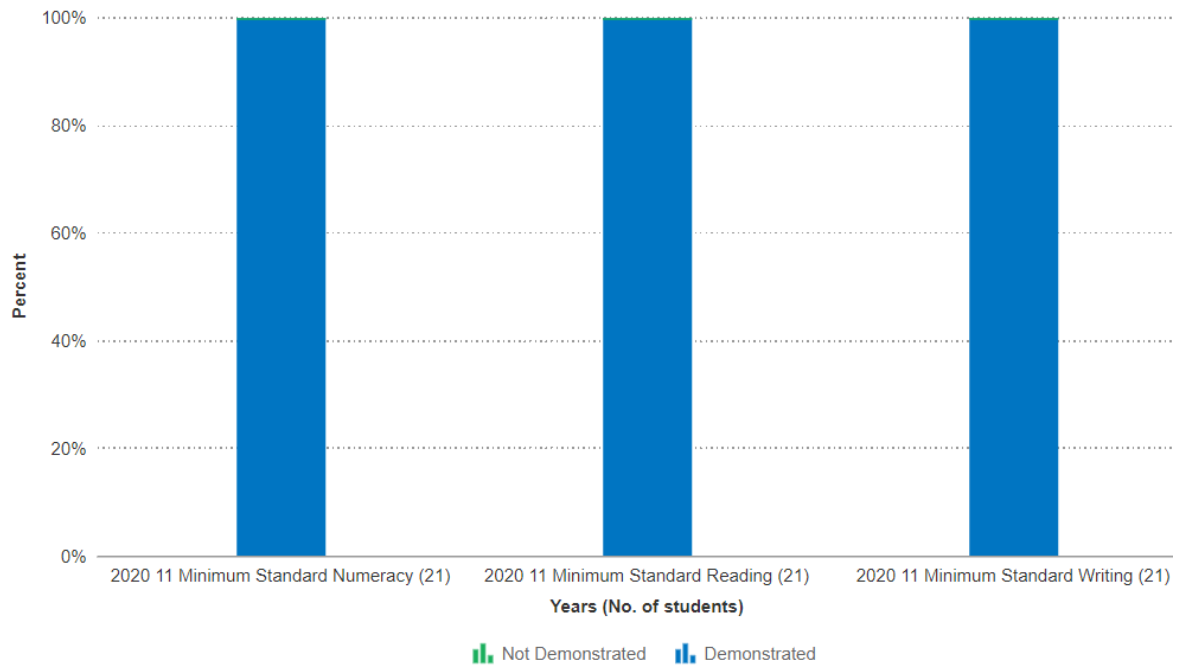


Minimum Standards Test – Year 10 & 11

All the students currently in Year 11 have achieved the minimum standard requirements in their Minimum Standards Test in 2020. Below are the Year 10 2020 Minimum Standards Test Results Analysis:



All our current Year 12 students are now eligible for HSC Credentials in 2021. Below are the Year 11 2020 Minimum Standards Test Results Analysis:



RESULTS & OF THE HIGHER SCHOOL CERTIFICATE

HSC – Year 12

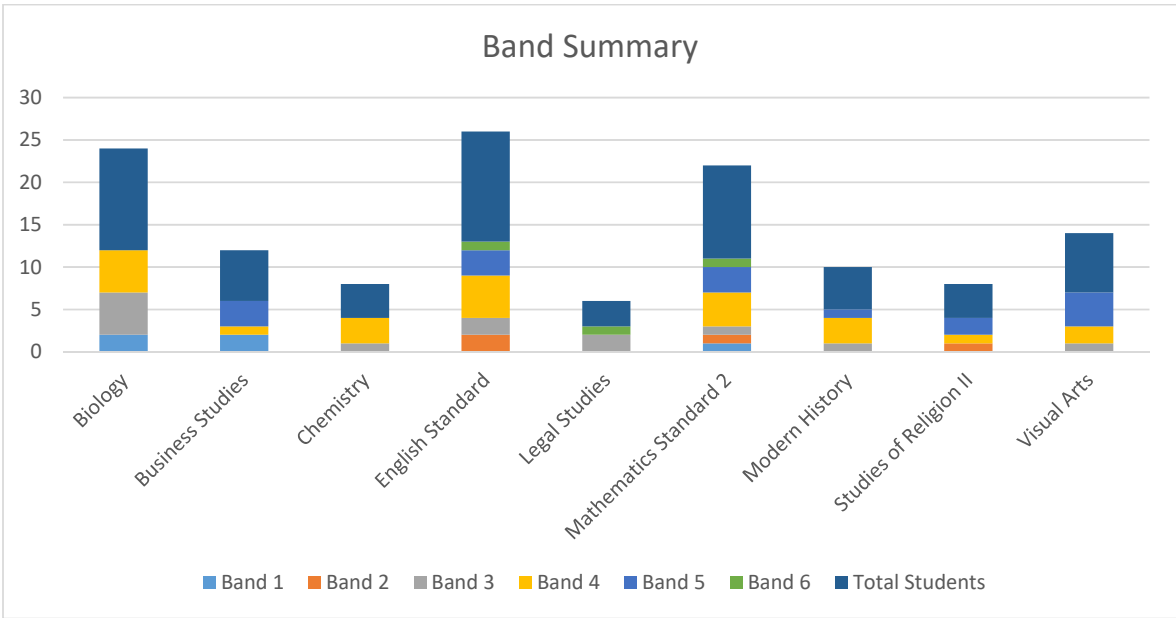
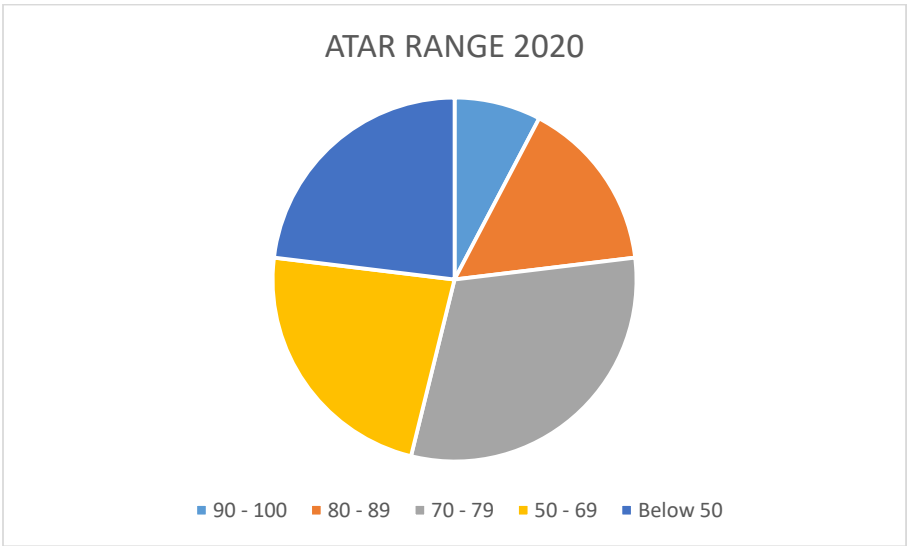
The school had 13 students in Year 12 in 2020. The subjects offered were as follows: Biology, Business Studies, Chemistry, English Standard, Legal Studies, Mathematics Standard 2, Modern History, Studies of Religion II and Visual Arts. They were all able to successfully complete their HSC requirements and received their HSC Credentials and Australian Tertiary Admissions Ranking (ATAR) in 2020. Over 23% of students achieved an ATAR results of above 80 or more with the highest ATAR ranking of 91.65. Congratulations to all our 13 students have been offered university admission. Below is the table showing Year 12 HSC 2020 School Group Statistics:

Name	Course	Students Included	Students Omitted	M.A. Mean	M.A. S.D.	Ass Mean	Ass S.D.	E.M. Mean	E.M. S.D.	State E.M. Mean	State E.M. S.D.	School/State Variation	Z-score
Biology 2 unit	15030	12		62.25	18.44	68.33	15.52	63.33	15.98	72.39	11.72	-9.06	-.77
Business Studies 2 unit	15040	6		61.23	29.43	59.17	24.29	59.17	27.06	71.99	14.61	-12.82	-.88
Chemistry 2 unit	15050	4		73.60	5.41	66.25	9.81	70.45	6.22	75.52	12.19	-5.07	-.42
English Standard 2 unit	15130	13		73.05	10.48	64.31	18.50	72.85	11.09	69.93	8.52	2.92	.34
Legal Studies 2 unit	15220	3		73.87	12.13	63.00	14.85	73.87	12.57	74.97	12.80	-1.10	-.09
Mathematics Standard 2 2 unit	15236	11		70.67	20.91	65.09	20.10	70.69	19.82	68.40	14.61	2.29	.16
Modern History 2 unit	15270	5		73.84	7.82	79.20	6.43	73.00	7.10	72.53	15.38	.47	.03
Studies of Religion II 2 unit	15380	4		73.75	11.64	75.50	12.01	73.70	11.07	75.50	11.51	-1.80	-.16
Visual Arts 2 unit	15400	7		78.37	8.13	64.14	18.56	78.46	7.29	81.02	9.33	-2.56	-.27

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 Applied Finance	Macquarie University
Bachelor of Psychology	Macquarie University
Bachelor of Medical Science	Macquarie University
Bachelor of Arts	Macquarie University
Bachelor of Law & Bachelor of Arts (International Studies)	UTS
Certificate in Graphics Design and Visual Communication	Insearch @UTS
Bachelor of Science (Data Science)	Macquarie University
Bachelor of Advanced Medical Science	WSU
Bachelor of Science (Speech and Hearing)	Macquarie University
Bachelor of Science (Biotechnology/Biomedical Science/Medical Science)	UTS
Bachelor of Science	Macquarie University
Bachelor of Health Science (Naturopathy)	Endeavour College
Certificate in Veterinarian Course	TAFE

Distribution of ATAR:



REPORTING AREA 5

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 workshoping to improve overall skills.
- Support Staff attend courses related to their area of work.

In 2020 and due to COVID all teaching and non-teaching staff participated in professional learning activities, mainly by completing 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, HSC Marking, Peer Support, Assessment and Reporting, teacher accreditation, Technology, Approaches to Learning, Thinking Curriculum, Graphic

Organisers, Turnitin, E Learning, Seesaw, Managebac, Science, STEAM Education, Information & Communication Technologies, Literacy Circles, Art/ Technologies/Sport, Values Education,

In addition, staff participated in online 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 2020

Level of Accreditation	Number of Teachers
Pre 2004	4
Conditional	2
Provisional	3
Proficient	28
Highly Accomplished (voluntary accreditation)	
Lead Teacher (voluntary accreditation)	
Total number of teaching staff	37
Total number of non-teaching staff	15 including teachers aides

REPORTING AREA 6

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 2020 for Kindergarten to Year 12 were: 37

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	37
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

REPORTING AREA 7

STUDENT ATTENDANCE AND MANAGEMENT OF NON ATTENDANCE

RETENTION OF YEAR 10 TO 12

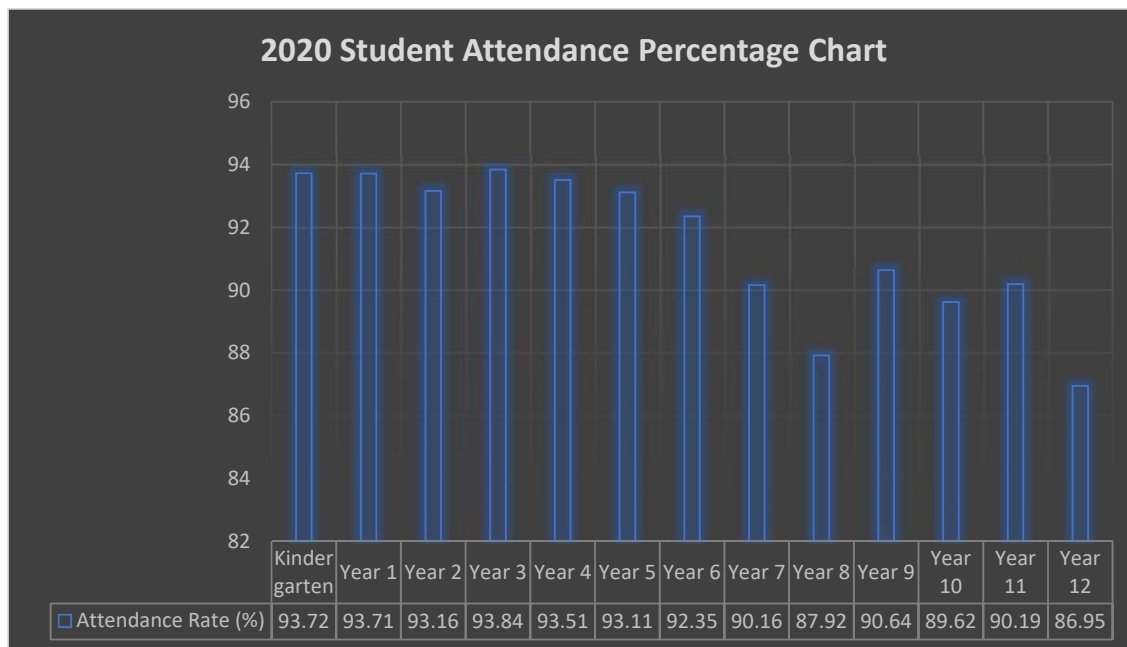
POST SCHOOL DESTINATIONS

In 2018 we had 14 students in year 10. In 2020 we had 13 students in Year 12. The student who left went overseas with his family.

2018 Year 10 to 2020 Year 12 RETENTION rate: 93%

POST SCHOOL DESTINATIONS

Congratulations to AIAE Kellyville's group of 2020 thirteen HSC Graduates on their excellent results and achievements, and a special congratulations to the School Dux, Nayyar AHMED who achieved an ATAR of 91.65 and is studying double degree in Bachelor of Law and Bachelor of Arts (International Studies) at University of Technology Sydney (UTS). 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, Advanced Medical Science, Arts, Psychology, Finance, Science, Health Science, Graphics Design, Law, Accounting and Veterinarian. We congratulate all students for their individual achievements and wish them well in their tertiary and further study.



MANAGEMENT OF NON ATTENDANCE

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 8:30am. It is the responsibility of all students to be in classes on time during the day.
2. Students arriving late after 08:39am must report to the office and obtain a late pass. 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 provided there is an acceptable reason given.
 - be issued with an after-school detention for the frequent breaches.
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 PCSchool, all subject teachers must keep their own subject attendance records and must mark their attendance Roll for every lesson on PCSchool.
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 Principal 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/HTL. Students are required to report to the office and sign out before leaving the School grounds. If a student is to be collected from the School, the parent is to report to the office and sign the student out. **For Year 11 and 12 students, students can sign out and leave school if the school front office and HTL has been notified in the student diary or via phone or email.**

ADDITIONAL PROCESS: YEAR 12 EARLY DEPARTURE DURING STUDY PERIODS: Periods 5 & 6

Australian International Academy of Education Kellyville recognises Year 12 students who have study periods during period 5 and 6 on any of the days of the school week may want to go home after completing all their classes till lunch.

In accordance with the School's Attendance Policy, it is required the School provides a formal leave pass (i.e. a signed copy of this note) for the student to carry with them at all times. This leave pass assists teachers, office staff, police officers and community members (such as bus drivers, etc) to identify students who have permission to be out of school during school hours.

This special leave pass will be given to the Year 12 students who are able to meet and fulfil the following conditions:

1. The student must have a continuous double study period after lunch (Period 5 & 6).
2. The student must attend all the classes before lunch.
3. The student must attend salat and leave after 1:45pm.

4. The parent of the student must sign the student out and pick their son/daughter from the front office.
5. Any student living in close proximity of the school (Kellyville area) will be allowed to walk home or take public transport to home provided a signed note is provided by the parents requesting this special provision with the intention of taking full responsibility of their son/daughter's travel back home after exiting the school grounds. In this case, the student must sign out himself/herself at the front office.
6. The student will not be allowed to leave school if they have afterschool class on the day.
7. The student must leave the school grounds in full school uniform.
8. Once the student has left school for the day after fulfilling all the above conditions, he/she must not return to school on the day of the early departure as the intention is for them to study at home or attend special tutoring classes outside school after leaving the school grounds.
9. Any student failing to adhere to the above conditions will lose their permission to leave and will be required to stay in the library for their study period.

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.

SHORT/LONG TERM LEAVE AND 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. **Students applying for leave for 3-10 term days must complete a short term leave application. Students applying for leave for more than 10 term days must complete an Application for Extended Leave/travel form and provide the school with a copy of the Itinerary or flight tickets for student.**
3. All Years 9 to 11 students, including overseas students, who continue to the following levels must attend the End of Year Induction Program.



AUSTRALIAN INTERNATIONAL ACADEMY OF EDUCATION LTD.

 2 Foxall Rd, North Kellyville NSW 2155
 adminkellyville@aia.nsw.edu.au
 + (612) 8801 3100



NOTICE FOR ABSENCES

Date: _____

AssalamuAlaikumWr. 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 Form/Class teacher 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,

Student Registrar

ABSENCE RECORD

Date: _____

Student Name: _____ Year Level: _____

Issued By: _____

Date	Reason For Absence	Signature



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2 Foxall Rd, North Kellyville NSW 2155



adminkellyville@aia.nsw.edu.au



+ (612) 8801 3100



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: _____



Australian
International
Academy
KELLYVILLE CAMPUS

SHORT TERM LEAVE FORM

STUDENT DETAILS:

GIVEN NAME:

SURNAME:

YEAR LEVEL:

1.

2.

3.

4.

ADDRESS

SUBURB

POSTCODE

TELEPHONE

MOBILE

DATE OF LEAVE FROM:

/ /

TO:

/ /

REASON FOR LEAVE:

PLEASE NOTE: Short term leave for students must be approved in advance by the Academy Principal. If the leave is approved, payment of tuition fees for the leave period must be made before the departure date in order to preserve enrolment during the time of absence/leave.

Parent/Guardian Full Name

Parent/Guardian Signature

Date

Principal's Comments/Recommendations:

OFFICE USE ONLY

☐ Approved ☐ Not Approved

☐ Parents Notified via email.

FAMILY CODE:

Kellyville Campus

2 Foxall Rd, North Kellyville, NSW, 2155

Phone: (02) 8801-3100

email: admin@ala.nsw.edu.au



Australian
International
Academy
KELLYVILLE CAMPUS

Application for Extended Leave Vacation/ Travel

NOTE: PART A is to be completed by the student's parent and returned to their child's school principal.

PART A: STUDENT DETAILS

Please complete table below with details of all students associated with the period of travel:

FAMILY NAME:	GIVEN NAME:	DOB:	AGE:	GRADE:	SRN:
1. _____	_____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____	_____

STUDENT ADDRESS: _____

POSTCODE: _____ SCHOOL NAME: _____

DATES OF EXTENDED LEAVE APPLIED FOR: FROM: ____ / ____ / ____ TO: ____ / ____ / ____

NUMBER OF SCHOOL DAYS: _____

REASON FOR TRAVEL: _____

Relevant travel documentation such as an e-ticket or itinerary (in the case of non-flight bound travel within Australia only) must be attached to this application.

PART A: DETAILS OF PRIOR EXEMPTIONS/ EXTENDED LEAVE - VACATION/ TRAVEL (IF APPLICABLE)

DATE OF PRIOR EXEMPTION/EXTENDED LEAVE: FROM: ____ / ____ / ____ TO: ____ / ____ / ____

NUMBER OF SCHOOL DAYS: _____

Copy of Certification of Exemption/Extended Leave - Travel attached (Please tick ☒) YES ☐ NO ☒

REPORTING AREA 8

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/NESA 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/Principal 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 9

SCHOOL POLICIES for STUDENT WELFARE

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 Complaints Handling 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 10

SCHOOL DETERMINED IMPROVEMENT TARGETS



Paul Evan APOSTOLOU

Deputy Principal,

Head of Teaching and Learning

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 2020. The modest achievements made in 2020 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

In his book, *Billy and the Minpins (1991)*, ‘And above all, watch with glittering eyes the whole world around you because the greatest secrets are always hidden in the most unlikely places,’ famous British author and poet Roald Dahl (1916-1990) highlights for humans to “Be open to new opportunities and discoveries.”

2020 has been a year full of new challenges and discoveries for not only our school community, but also the wider Australian and global communities. In 2020, our school continues to grow with now over 350 primary and 130 high school students. Our dynamic, hardworking and pragmatic staff members have also increased stemming from Muslim and non-Muslim backgrounds and with an extensive range of local and international experience.

As a school community, we endeavour to foster students who observe and actively participate in the world around them. In doing so, they make unique, original discoveries whilst developing new knowledge, skills and understandings through lifelong inquiry and appreciation of the unknown.

The coronavirus pandemic brought us new challenges which we quickly adapted and implemented online remote learning (as most other Australian schools) across Kindergarten to Year 12. Staff: teaching and non-teaching and students further integrated and utilised our e-learning tools: Seesaw, Managebac, and Google Meets to maintain learning continuity and connection for all stakeholders. Early Term 2, all staff and students made a swift and smooth transition to resume face-to-face learning due to everyone's adaptability, flexibility, and resilient attitude and mindset.

The integration of blended learning tools like Compass, and SkoolBag App have allowed parents to check and record attendance, access and examine student performance with the academic reporting. For the parent-teacher interviews, parents connected with our staff online via video conferencing to discuss students' learning achievements and progress. Kindergarten to Year 10 Students presented the culmination of their year's work online for their annual Student-led Conferences. The annual school graduations for Year 12, Kindergarten, PYP Year 6 and MYP Year 10 were all recorded and the link posted online via Youtube for parents and the community.

Even with the number of challenges this year, our K-12 student body continues to participate and lead with passion and drive through: Appeal for Lebanon, and AusRelief fundraising, food drives and stalls, blanket and clothes drives, and appreciation morning teas. Our teachers continue to provide diverse opportunities for students with (including, but not limited to): after-school sports programmes, sports challenges and competitions; debating and public speaking (online); Education Perfect annual international subject competitions; spelling bees; creative and visual arts competitions and exhibitions; and writing and poster competitions. In line with a national and international to foster and promote initiatives to engage all students in STEAM (Sciences, Technology, Engineering, Arts, and Mathematics) with the Science VALID tests, lego and robotics; mathematics olympiads; and National Science Week activities and challenges.

As a school, we seek to develop young individuals with a strong foundation in their academics, co-curricular, social-emotional well-being, mindfulness and importantly their faith in order to adapt and interact in a rapidly ever-changing world around them. With the additional focus on the IB Learner Profile attributes, Approaches to Learning (ATL) Skills; concepts and

interdisciplinary skills, students apply their knowledge, skills, and understandings in authentic real-life skills contexts.

In this still uncertain climate, let us all work together as a strong, positive, supportive and ever-learning school community in this still uncertain climate. May our students embody the School's vision to become: "well-prepared, self-motivated graduates who advance Australian with Muslim Values.

REPORTING AREA 11

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 2020 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 and acknowledgement of country at our weekly assemblies;
- 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

- 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 12

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 484 in 2020. 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, and the Leadership teams within the Academy, Form Teachers, and the many Support Groups within the Academy structure.

The main focus of our data collections was related to the following aspects of teaching and learning areas:-

- Curriculum
- Teacher Quality; Learning Opportunities
- Student Behavioural Values; Personal Development
- Technology and Resources
- Leadership and Management;
- School Environment
- Student Relationships
- Students’ & Staff Morale

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

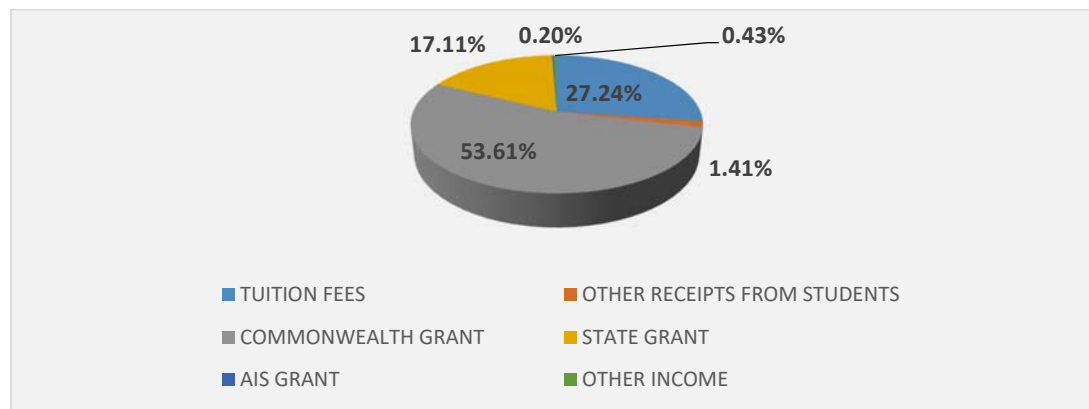
Participation levels in the full range of student activities were exceptional at the Academy during the course of 2020, despite the challenges posed by COVID. Students were fully engaged in their academic programs, participated fully in numerous co-curricular activities and continued the strong focus 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 13

School Accountant: Mrs Safura FATIMA

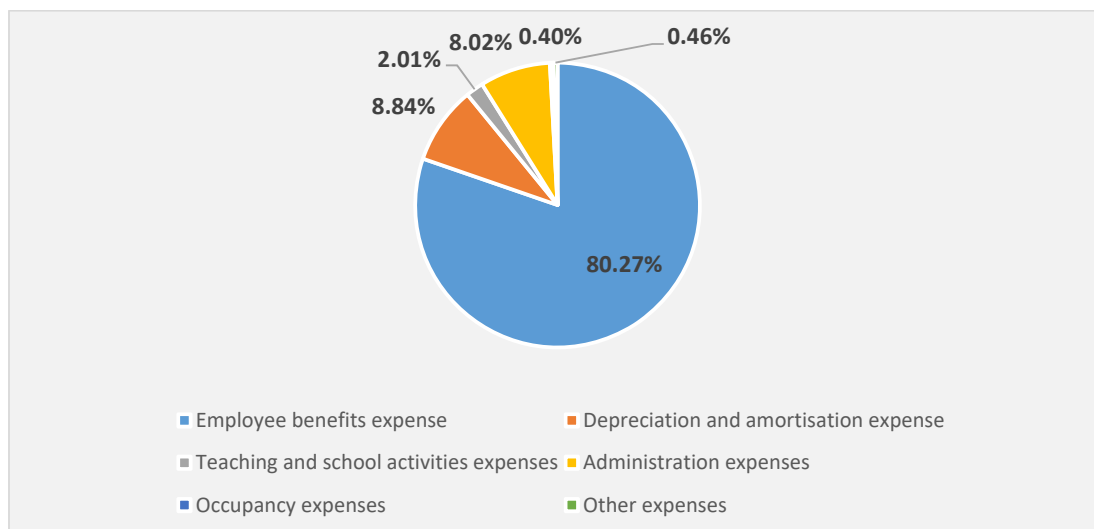
KELLYVILLE 2020 SOURCE OF FUND

COMPONENTS OF INCOME		2020	%AGE
	TUITION FEES	2,073,141.00	27.24%
	OTHER RECEIPTS FROM STUDENTS	107,556.00	1.41%
	COMMONWEALTH GRANT	4,079,348.00	53.61%
	STATE GRANT	1,301,743.00	17.11%
	AIIS GRANT	15,053.00	0.2%
	OTHER INCOME	32,693	0.43%
	Total	7,609,534.00	100%



KELLYVILLE 2020 APPLICATION OF FUND

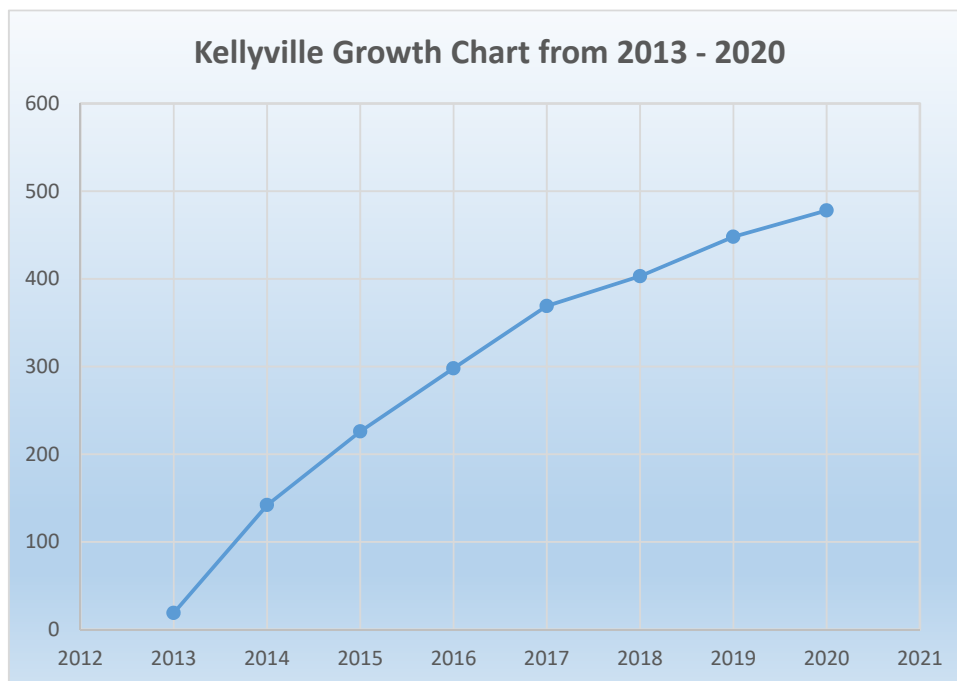
COMPONENTS OF COST-		2020	%AGE
	EMPLOYEE BENEFITS EXPENSE	5,746,711.00	80.27%
	DEPRECIATION & AMORT. EXPENSE	632,537.00	8.84%
	TEACHING & SCHOOL ACTIVITIES EXPENSES	143,546.00	2.01%
	ADMINISTRATION EXPENSES	574,349.00	8.02%
	OCCUPANCY EXPENSES	28,476.00	0.40%
	OTHER EXPENSES	33,716.00	0.46%
	Total	7,159,335.00	100.00%



Kellyville School
Statement of Profit or Loss and Other Comprehensive Income

	2020	2019
Revenue and other income		
Tuition fees	2,073,141.00	1,751,063.00
Commonwealth grants	4,079,348.00	3,146,167.00
State government grants and other grants	1,301,743.00	1,072,127.00
AIS Grant	15,053.00	14,836.00
Other receipts from students	107,556.00	75,105.00
Other income	32,693.00	38,682.00
Total income	7,609,534.00	6,744,109.00
Expenses		
Employee benefits expense	5,746,711.00	5,130,514.00
Depreciation and amortisation expense	632,537.00	501,816.00
Teaching and school activities expenses	143,546.00	154,670.00
Administration expenses	574,349.00	747,774.00
Occupancy expenses	28,476.00	51,870.00
Other expenses	33,716.00	176,847.00
	7,159,335.00	6,763,491.00
Surplus / (Deficit) for the year	450,199.00	-19,382.00
Other comprehensive income for the year	-	-
Total comprehensive loss / (income) for the year	450,199.00	-19,382.00

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	483	8%



REPORTING AREA 14

The annual report is provided to NESA on RANGS Online

The annual report is published on the school's website

The annual report is available to anyone upon request