

AUSTRALIAN INTERNATIONAL ACADEMY OF EDUCATION



KELLYVILLE ANNUAL EDUCATIONAL FINANCIAL REPORT 2021



ADVANCEMENT
DETERMINATION
FAITH

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REPORTING AREA 1

MESSAGES FROM KEY SCHOOL BODIES

Message from the Board Chairman Dr Ihab El Sokkari

The last two years have seen significant changes within the Australian International Academy (AIA). In March 2021, Kellyville school land was transferred to the AIA Ltd in what is a significant milestone in achieving compliance with the Department of Education and Training (DET). This marks our complete separation from the AIA Inc which continues to oversee school operations in its Melbourne campuses. I would like to extend our gratitude to the board of AIA Inc for their help in achieving this significant milestone.



The journey of AIA started in 1983 with the tireless efforts of many sincere Muslims under the guidance of Mr. Salah Salman, the former board chair and Academy director general. What started with 63 students in 1983, continued to grow with the will of Allah swt to become a leading Islamic school with thousands of students across 6 campuses in Australia and overseas. As our school receives state and commonwealth funding, it became

necessary to separate our campuses in Sydney and Melbourne to comply with the funding conditions. This process started in late 2019 and was finalized early 2021 alhamdulillah.

As part of this process, a new school board was formed in early 2020. I would like to sincerely thank the previous board for their vision and dedication with special thanks to Dr Adnan Abdelfattah. Without Dr Adnan's efforts, our Kellyville campus probably wouldn't have existed today. I would also like to thank our previous board chair, Mr. Danni Mikati for leading the board and the school through a difficult time in 2020. As a parent of 3 children in the school, it is my honor and privilege to lead a board of dedicated Australian Muslims that volunteer their time and effort for the advancement of our school.

Currently, AIA Ltd oversees the operations of our two campuses in Sydney, Strathfield, and Kellyville. With over 1000 students across both campuses, the school has seen continuous and steady growth over the last few years under the leadership of Ms Mona Abdelfattah the Academy Head and Kellyville campus principal.

Our student numbers are currently limited only by our capacity to accommodate more students. In April, we received council approval to increase the capacity of our Strathfield campus from 450 to 500 students. A much-needed expansion to allow us to educate more children to become proud Australian Muslims that positively contribute to their country, Australia.

Our Kellyville campus has 3 stages completed out of the originally planned 6 stages. One of the main priorities of the current board is to continue to develop our Kellyville campus to its full potential inshallah. Obviously, our main limitation in achieving this is funding. I would like to draw the attention of our school community to our Australian International Academy building fund. All donations to the building fund are tax deductible and would allow us to continue our capital work inshallah. We are also seeking several government grants and we will organize fund raising events to continue our capital work once COVID restrictions are lifted inshallah.

The last two years have been unprecedented with the pandemic of COVID 19 spreading across the world and in Australia. This has faced all of us with many challenges but has faced the schools with a particularly difficult challenge of continuing to educate our children with many surrounding uncertainties. I would like to sincerely thank our staff and teachers for an outstanding job in not only educating the children but also maintaining their physical and mental well-being in such difficult times. I would like to commend our parents on their exemplary resilience in these tough times and the ongoing compliance with the public health order. Inshallah the month of October will see the staggered return to school and with increasing vaccination rates, hopefully there will be no more lockdowns.

I would like to thank all our parents, students, staff, and teachers for the ongoing support for the school. The board is committed to ongoing engagement with the school community and soon inshallah we will be inviting all our parents to provide feedback about their experience in the school, so I urge you all to take the time to provide such feedback.



Message from Academy Head, NSW

Kellyville Principal, Mrs Mona ABDEL-FATTAH



The year 2021 started with the usual excitement of a new year and orientation of staff, students and parents but by the end of term 2 it was obvious the world was about to change as NSW Government, Health and the Education Department responded to the spread of the COVID-19 pandemic. Although these changes and responses involved some pretty tumultuous ups and downs for most of us, we at AIA schools can say that we have sailed through these storms quite successfully and with many gains. Being locked down and running online remote teaching and learning for almost two terms has been quite onerous in many

ways however staff at AIA schools, with their professionalism, dedication and commitment, had the inner reserves to handle these situations brilliantly.

Ensuring the safety of students, staff and parents was a daily issue, and I can honestly say, I have lost count of how many meetings and discussions we have had to ensure a balanced and compliant approach and arrangements. We learnt to adjust to changing announcements and regulations in a lockdown which went from weeks to months, supporting our students, supporting each other and supporting our parents. We have managed that in a remarkable way.

Throughout 2021 AIA schools have been the embodiment of the IB Learner profile characteristics and IB Attitudes.

Creativity and Being Balanced flourished in lockdown with Online cooking classes, which made home cooking and baking grow in popularity amongst our students and staff. With gyms, sporting clubs and even restrictions on outdoor exercising, our online exercise routines were a welcome activity to keep us fit and balanced. The Art Department had its fair share of bringing out students artistic and creative talents and the students produced some wonderful work which can be seen throughout our annual magazine and displayed on our schools' walls.

Communication and Appreciation were of vital importance to ensure we stay connected with students, parents and with each other as staff. We managed this successfully with an adjusted timetable and rostered working from home arrangements that ensured daily connection with our students through seesaw, ManageBac, Edmodo, year level assemblies and through daily

and weekly Google Meets and Check in Sessions. Staff stayed connected via Zoom and Google Meets for regular briefings, meetings, collaboration sessions, planning and preparation.

Commitment, Knowledgeable, Inquirers, Thinkers were all hallmarks of 2021 online remote learning as staff offered excellent opportunities of teaching and learning remotely, and students focused on their studies and doing their best, despite the many challenges of Zoom fatigue and the constant worrying about the safety and health of loved ones. We are very proud of and grateful to our staff and students' achievements and engagement in learning, and our parents support and patience.

Caring, Principled, Appreciation and Empathy were all evident throughout lockdown with students and staff flourishing despite adversity. Our well-Being sessions and activities, our weekly Juma Khutba and daily duas supported students and staff and offered them opportunities to reflect on the importance of our Deen in our lives, of character, resilience and of pursuing ones passion and overcoming setbacks and of looking after ourselves and each other. Staff and students were encouraged to show gratitude and appreciation through words and actions of kindness and encouragement which were most welcomed. Staff made up care packages containing herbal tea, chocolates, puzzles, pens, notepads, hand sanitisers to cheer up each student in our school community and let them know we are here for them.

For us at AIA schools, 2021 has been a year that reminds us how precious and special our schools are, how wonderful the calibre of our staff, students and parents and how important it is that we continue to offer the full benefits of our Academy life to our current and future generations of students.

I congratulate all our 2021 Year 12 students and commend them on their excellent results. All our students have been accepted in universities to study the courses of their choice. We 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 the 2021 academic year and set an ambitious agenda for the next, I wish to extend my sincerest gratitude to our highly dedicated, professional and committed staff, teaching and non-teaching, for their care, compassion and endless support and hard work, and for the fine education they provide at AIA schools. I wish to also extend a special thanks to our community and all those who have contributed to the life of our Academy this year-students, alumni, and all AIA'S friends and partners.

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.**

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 (AIA) 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 563 in 2021. 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. 2021 marked the fourth 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.

AIA is an IB World school offering the International Baccalaureate Middle Years Program (IB MYP) for Junior High School students and the New South Wales HSC. In 2021 we had our first group of IBDP complete their IB Diploma and with excellent results. The IB programmes are a student centred approach enabling students to develop important attributes and skills necessary for success at all levels of education, while its focus on internationalism and

community service allows students to prepare themselves to be active, thinking, caring and involved world citizens.

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.

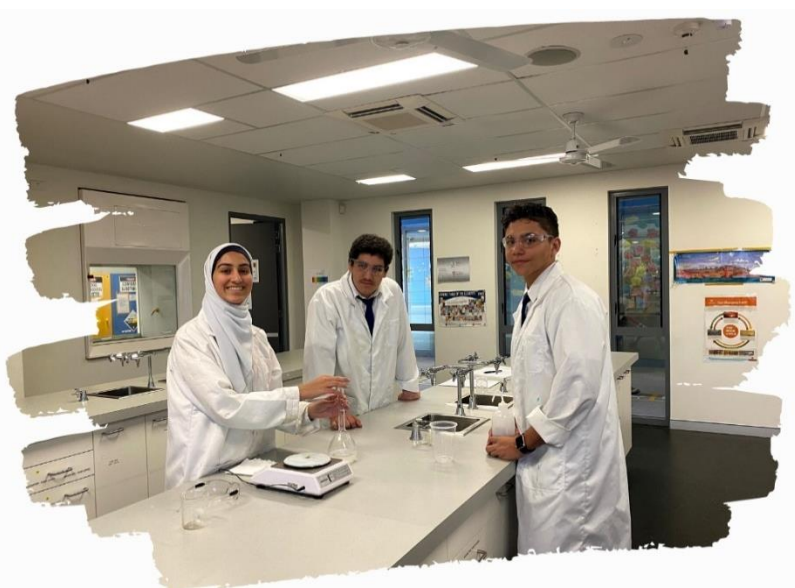
Vision and Mission

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

2021 NAPLAN DATA ANALYSIS

YEAR 3 – 54 students	STATE MEAN	AIAE MEAN	Above/ below
Reading	443.86	449.2	A
Writing	434.34	450.0	A
Spelling	432.75	461.8	A
Grammar & Punctuation	442.97	429.1	B
Numeracy	412.80	396.9	B

YEAR 5 – 52 students	STATE MEAN	AIAE MEAN	Above/ below
Reading	515.07	546.0	A
Writing	506.25	530.4	A
Spelling	514.08	538.6	A
Grammar & Punctuation	510.13	537.2	A
Numeracy	503.61	514.1	A

Year 7 – 42 students	STATE MEAN	AIAE MEAN	Above/ Below
Reading	545.81	562.6	A
Writing	529.3	529.3	A
Spelling	555.87	599.2	A
Grammar & Punctuation	541.56	561.2	A
Numeracy	558.77	557.6	B

Year 9 – 30 students	STATE MEAN	AIAE MEAN	Above/ Below
Reading	581.84	607.1	A
Writing	556.65	570.3	A
Spelling	586.6	606.6	A
Grammar & Punctuation	578.85	625.4	A
Numeracy	596.64	606.9	A

- Year 3 students achieved above state results in the areas of Reading, Writing and Spelling. Year 3 students below state average in the areas of Numeracy, Grammar and Punctuation.
- Year 5 students achieved above state results in all areas of Reading, Writing, Spelling, Numeracy, Grammar and Punctuation.
- Year 7 students achieved above state results in the areas of Reading, Writing, Spelling, Grammar and Punctuation. Year 7 students below state average in the areas of Numeracy.
- Year 9 students achieved above state results in all areas of Reading, Writing, Spelling, Numeracy, Grammar and Punctuation.

REPORTING AREA 4

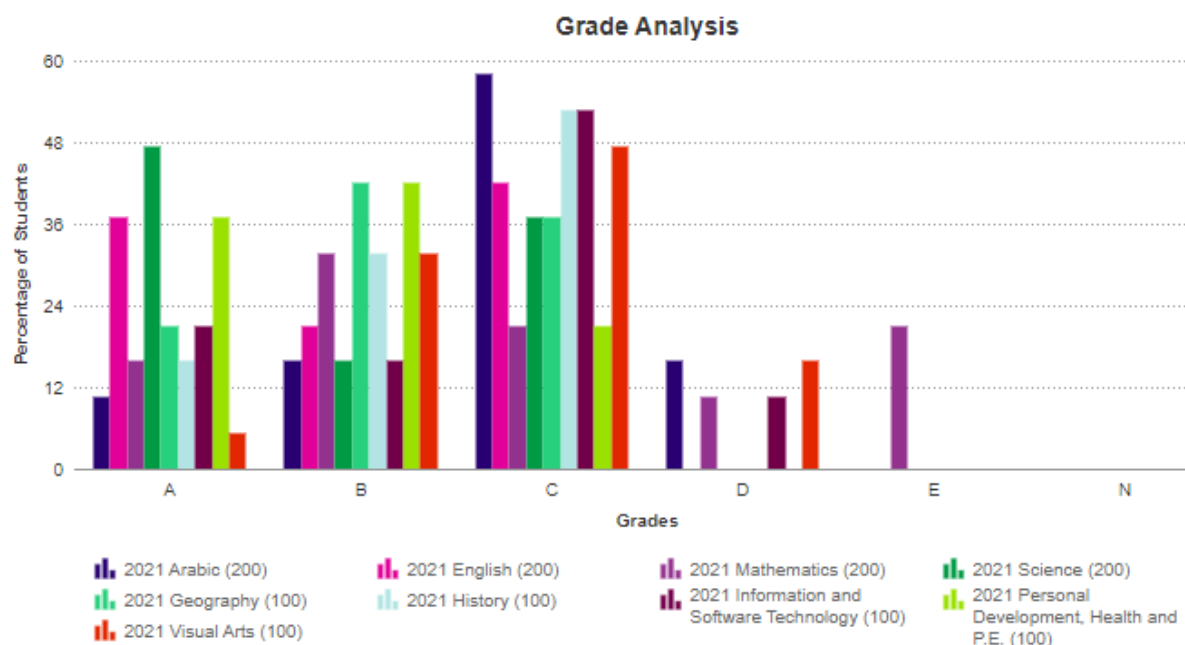
THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT RESULTS & OF THE HIGHER SCHOOL CERTIFICATES POST SCHOOL DESTINATIONS

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

RoSA – Year 10 & 11

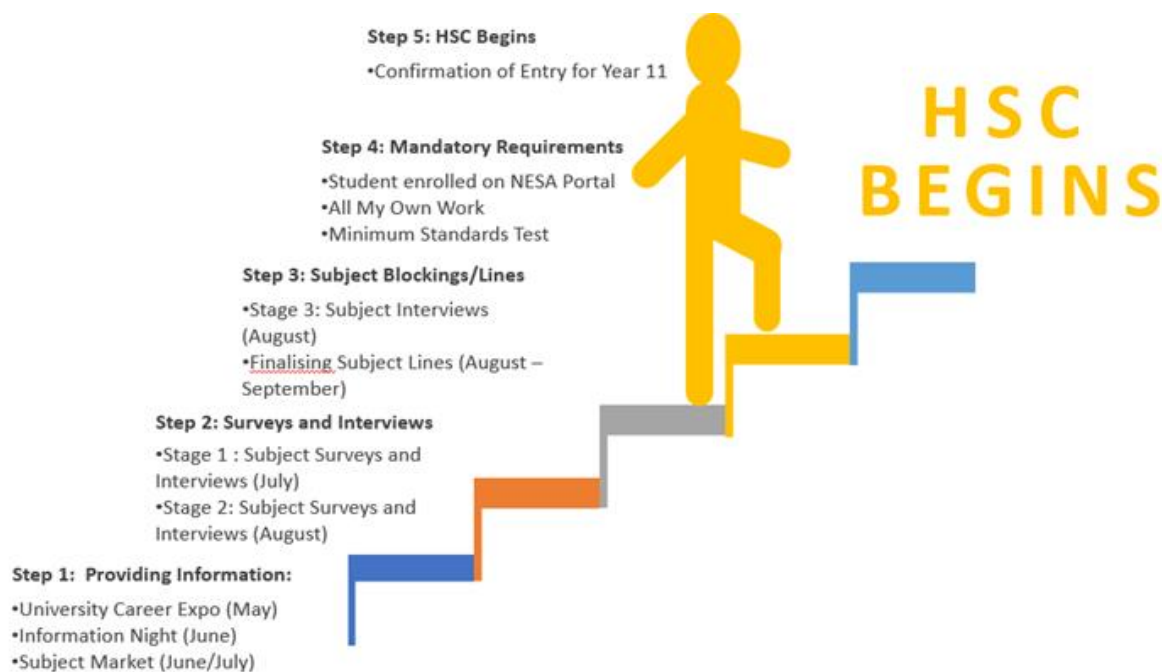
The school had 18 students in Year 10 in 2021 and they all successfully completed their RoSA requirements. The results were quite pleasing and they were able to get into the courses they wanted to pursue in Year 11. Below is the graph showing the percentages of each grade level subjects offered as part of the Year 10 RoSA Grades 2021:





Year 10 students also successfully completed HSC: All My Own Work course in 2021 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. We also supported one student who was doing Arabic Continuers through Distant Education.

The school had 25 students in Year 11 in 2021 which is an increase of 4 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 2021. Subjects offered for the Year 11 2020 were as follows: Biology, Business Studies, Chemistry, Economics, English Advanced, English Standard, 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.

HSC – Year 12

The school had 19 students in Year 12 HSC and 4 in Year 12 IB Diploma in 2021.

The HSC subjects offered were as follows:

Biology, Business Studies, Chemistry, English Standard, English Advanced, Information Processes and Technology (IPT), Legal Studies, Mathematics Advanced, Mathematics Standard 2, Modern History, Studies of Religion II and Visual Arts. IB Diploma Subjects offered 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.



They were all able to successfully complete their HSC requirements and received their HSC Credentials and Australian Tertiary Admissions Ranking (ATAR) in 2021. Over 35% of students achieved an ATAR results of above 80 or more with the highest ATAR ranking of 97.9. Congratulations to all our 19 students have been offered university admission.

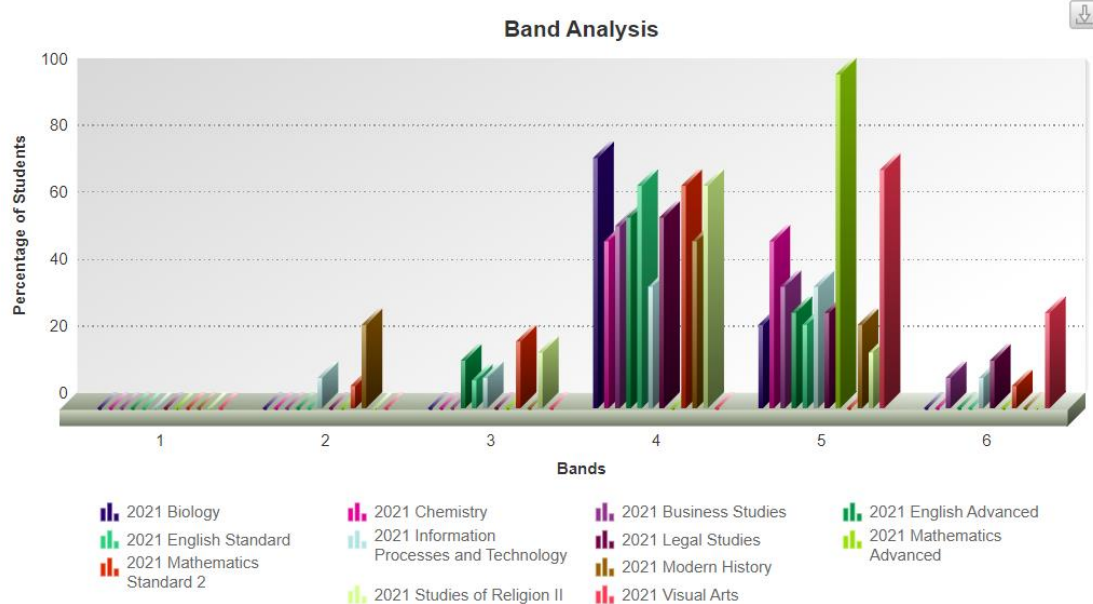
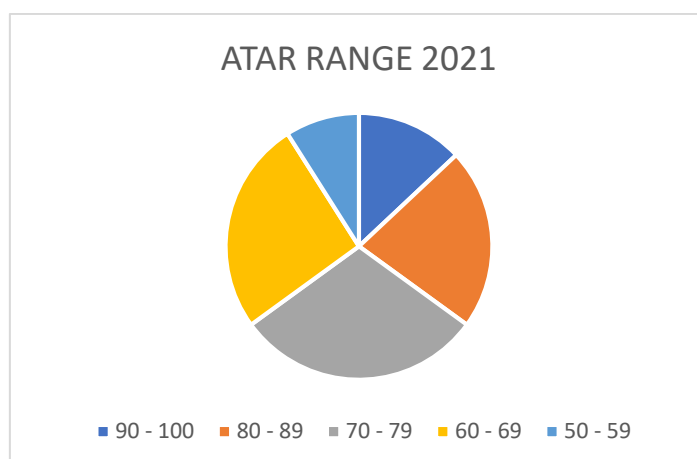
Below is the table showing Year 12 HSC 2021 School Group Statistics:

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	8		74.80	3.82	59.00	10.75	75.45	3.43	73.38	11.18	2.07	.19
Business Studies 2 unit	15040	11		78.75	5.35	66.36	14.05	78.75	5.35	73.32	13.07	5.43	.42
Chemistry 2 unit	15050	4		77.45	3.75	68.50	5.68	77.45	3.75	74.37	12.74	3.08	.24
English Advanced 2 unit	15140	7		77.14	7.52	76.14	10.55	77.37	7.17	81.92	8.01	-4.55	-.57
English Standard 2 unit	15130	12		77.05	4.58	61.17	8.07	77.05	4.58	70.47	9.41	6.58	.70
Information Processes and Technology 2 u	15210	11		77.25	11.43	78.36	8.42	77.85	10.63	70.97	13.96	6.88	.49
Legal Studies 2 unit	15220	7		79.46	7.10	75.57	12.21	79.94	6.83	74.72	13.82	5.22	.38
Mathematics Advanced 2 unit	15255	3		86.33	1.64	67.33	2.49	86.33	1.64	78.41	12.72	7.92	.62
Mathematics Standard 2 2 unit	15236	15		72.20	7.79	55.73	17.64	72.53	7.52	69.15	13.60	3.38	.25
Modern History 2 unit	15270	4		73.10	8.99	70.00	8.06	73.10	8.99	72.85	14.77	.25	.02
Studies of Religion II 2 unit	15380	6		75.43	5.32	71.17	7.38	75.00	5.71	75.86	12.44	-.86	-.07
Visual Arts 2 unit	15400	7		86.49	4.09	80.86	10.06	86.49	4.09	80.99	9.00	5.50	.61

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

Institution Name	Course Title
Wollongong University	Bachelor of Law and International Studies
Newcastle University	Bachelor of Pharmacy
Macquarie University	Clinical Sciences
Macquarie University	Bachelor of Marketing and Media
Torrens University	Diploma of Photography
Macquarie University	Bachelor of Game Development
Western Sydney University	Bachelor of Law
Macquarie University	Bachelor of Law and Business
Macquarie University	Bachelor of Arts
Macquarie University	Bachelor of Medical Science and Bachelor of Cognitive and Brain Sciences
University of Technology Sydney (UTS)	Bachelor of Civil Engineering
Western Sydney University	Bachelor of Law and Criminology
Australian Catholic University	Bachelor of Criminology and Criminal Justice
Macquarie University	Bachelor of Commerce
Western Sydney University	Bachelor of Civil Engineering
Macquarie University	Bachelor of Clinical Sciences
Macquarie University	Bachelor of Secondary Education

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, Child Protection and other relevant areas. In order to maintain a high quality of teaching staff, AIA implements a comprehensive Professional Development programme which includes:

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

In 2021 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, 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 2021

Level of Accreditation	Number of Teachers
Conditional	5
Provisional	5
Proficient	29
Total number of teaching staff	39
Total number of non-teaching staff/Administrative and Support Staff	17



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 2021 for Kindergarten to Year 12 were: 44

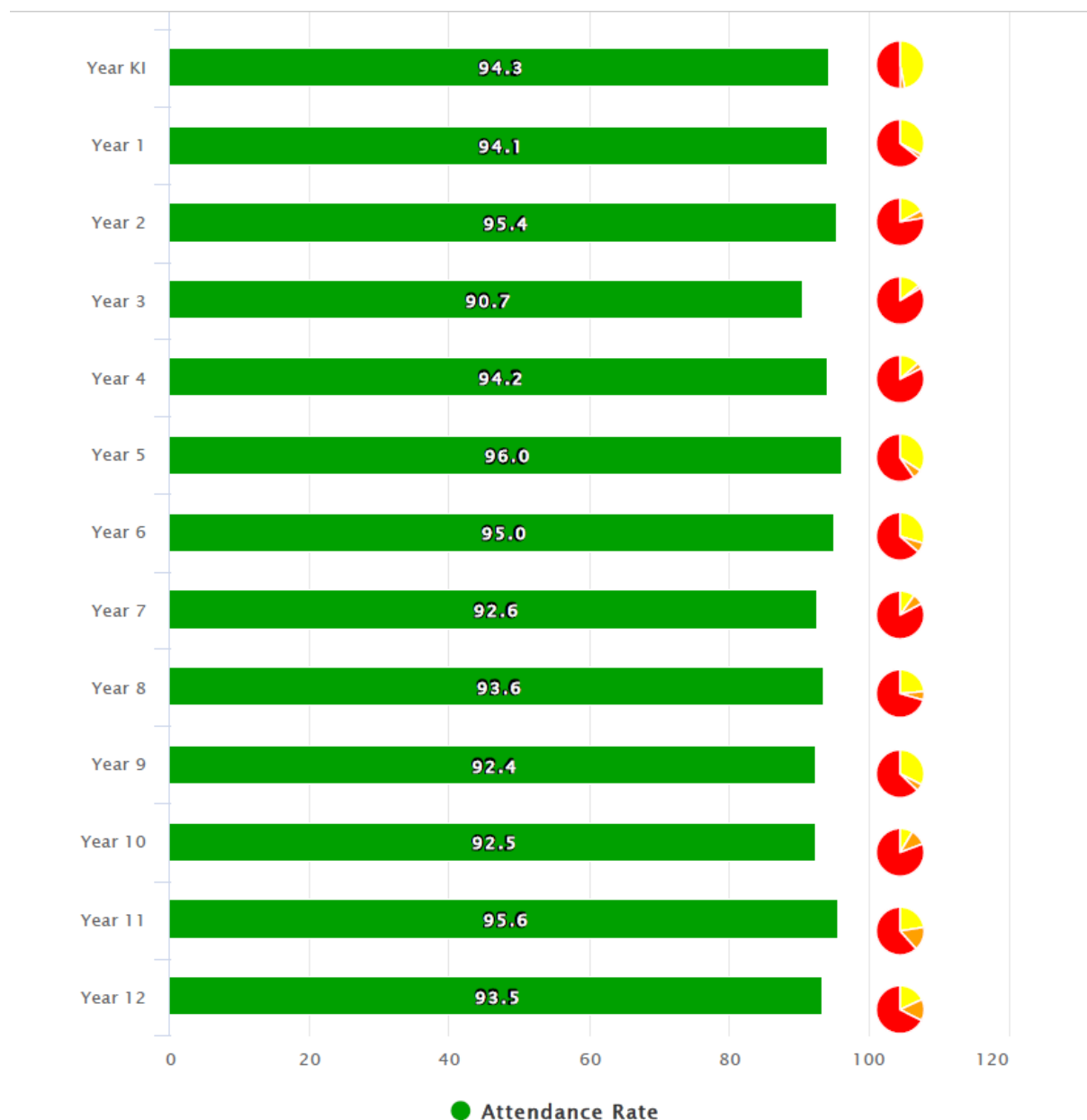
CATEGORY	NUMBER OF TEACHERS
i Having teaching qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	39
ii Having qualifications as a graduate from a higher education institution within Australia or one recognized within (AEI-NOOSR) guidelines but lacking formal teacher education qualifications, or	5
iii Not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	none

REPORTING AREA 7

STUDENT ATTENDANCE AND MANAGEMENT OF NON ATTENDANCE

RETENTION OF YEAR 10 TO 12

2021 KINDERGARTEN TO YEAR 12 ATTENDANCE RAT



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.

NOTICE FOR ABSENCES



AUSTRALIAN INTERNATIONAL ACADEMY OF EDUCATION LTD.



2 Foxall Rd, North Kellyville NSW 2155



adminkellyville@aia.nsw.edu.au



+ (612) 8801 3100



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



AUSTRALIAN INTERNATIONAL ACADEMY OF EDUCATION LTD.



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: admink@aia.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

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 2021. The modest achievements made in 2021 are another great incentive for the AIA community to continue to face the challenges and see them as opportunities for further gains. Our School Improvement Plan is based on the Hill and Crevola nine elements.

AREA	PRIORITIES/TARGETS/ WORK IN PROGRESS
Curriculum, Teaching and Learning	The school community recognises that highly effective teaching is the key to improving student learning throughout the school. Encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

	Continued establishment of digital classrooms and staff professional development in technology. Consolidating a whole school approach to improvement to achieve the best possible teaching and learning environment for students and staff. Continued staff training and consolidation of NESA and IB Programmes (PYP and MYP) and 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

As we reflect on 2021 school year, we learn that again it has taught all of our school community the notion of resilience, perseverance and most of all when we work together, combine our mental, physical, and spiritual resources, we can overcome any challenge as our school and Australian community. Although, the second half of 2021 has set before us many challenges, our students and staff have achieved excellence in their academic and co curricular endeavours. With approximately 420 primary and 180 high school students, our Kindergarten to Year 12 student population continues

to grow with most year levels having two to three classes in each year level. It has been fantastic to witness the development of our Infant School students in Kindergarten to Year 2. Working as young inquirers, their teachers foster a love of learning and exploration of knowledge and our world. For our Year 3 to 6 students, they have shown all of us, the creativity and wonder of young minds as they work together to find solutions to some of world's most challenging issues such as: equality, climate change, resource conservation, and intercultural understanding and respect. For our

Middle School students in Years 7 to 9, taking risks and experimenting with new technologies, formulating new ideas and creating the impossible.



Our Year 10 students gradual transition into Senior Secondary has seen them engage in more personalised, independent learning and consolidating their conceptual understandings of Middle Schooling with the culminating MYP Personal Project. Our Senior Students in Year 11 and 12 HSC and IB Diploma have overcome the numerous obstacles to successfully venture into the realm of tertiary and university education and embark on their future career aspirations. Due to everyone's adaptability, flexibility, and resilient attitude and mindset once again our staff and students made a swift and smooth transition at the end of the Term 2 holidays to online remote learning. Our Heads of Teaching learning, Teaching-learning leaders, and teaching-non-teaching provided quality teaching and learning which allowed all our students to apply their knowledge skills and understandings in unique, dynamic and authentic ways. Staff further integrated and utilised our e-learning tools: Seesaw, Managebac, and Google Meets to maintain learning continuity and connection for all stakeholders during the coronavirus pandemic. 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 HSC and IB Diploma, Kindergarten, Year 6 PYP and Year 10 MYP students were all recorded and the streamed live via Youtube for parents and the wider school community Even during the pandemic, our K-12 student body continued to serve our community and lead with passion through: Mahboba's Promise Aid for Afghanistan, blanket and clothes drives, sausage sizzles, cake stalls, and Harmony Day Youth Summits. Our teachers continue to provide diverse opportunities for students with afterschool sports programmes, sports challenges and competitions; debating and public speaking, Mock Legal Trials, Education Perfect annual international subject competitions; spelling bees; visual arts competitions and exhibitions; and writing and poster competitions. In line with national and international initiatives students were engaged in STEAM (Sciences, Technology, Engineering, Arts, and Mathematics), Science VALID tests, Lego and robotics; Mathematics Olympiads; and National Book and Science Week activities and challenges. Across the Primary and High Schools, we continue to foster the IB Programmes philosophy through the IB Learner Profile attributes, Approaches to Learning (ATL) Skills and strengthening students' conceptual and interdisciplinary skills through real-life contexts. It is amazing to behold how our learning community works together to nurture young individuals with a strong foundation in their academics and co-curricular ventures, social and emotional well-being, mindfulness of others and

importantly their Islamic faith to adapt and interact in a rapidly ever-changing world. 'This is truly a testament of the Australian International Academy of Education's mission to "to develop 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 2021 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 the majority of staff.

PARENT SATISFACTION

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

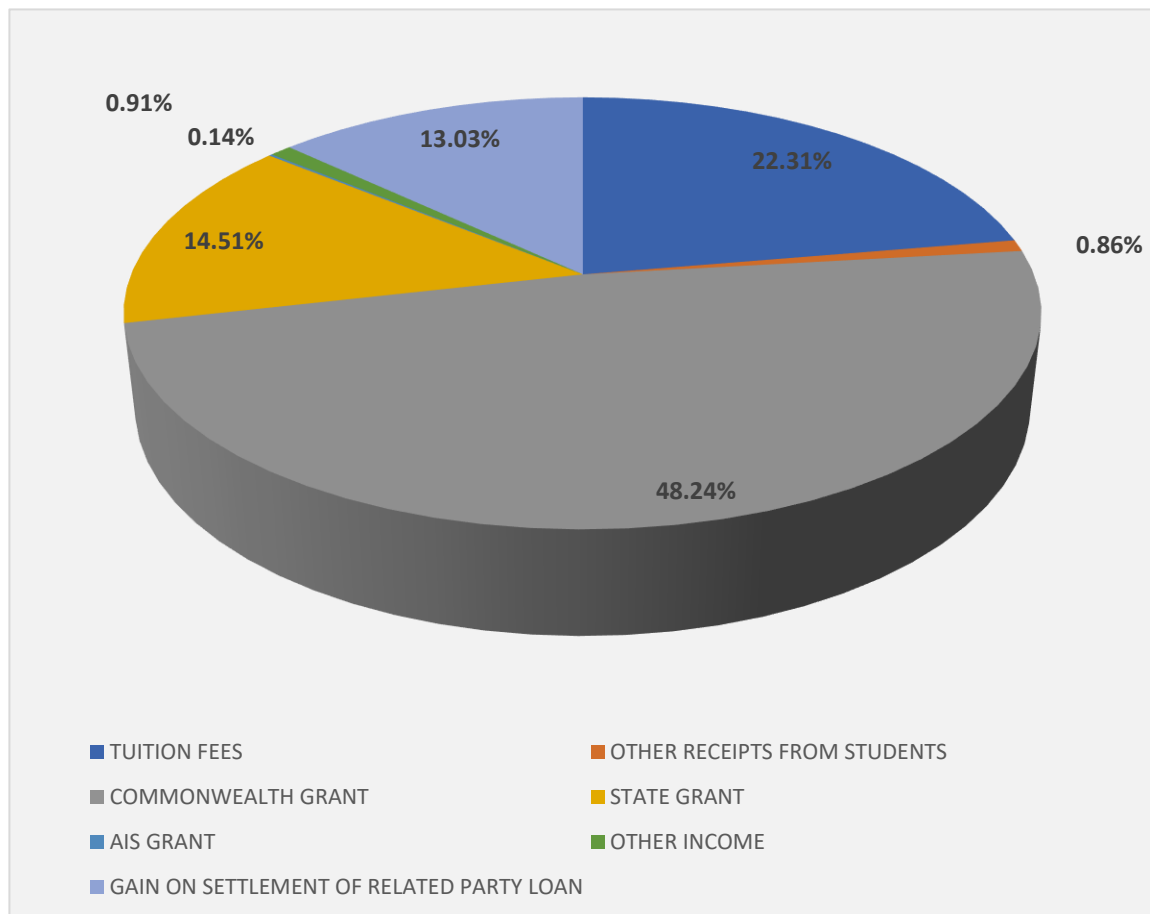
STUDENT SATISFACTION

Participation levels in the full range of student activities were exceptional at the Academy during the course of 2021, 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.

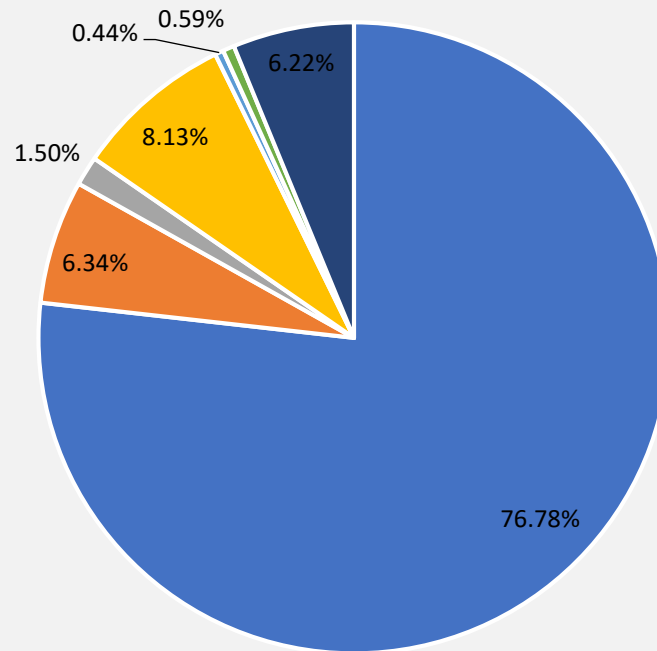
REPORTING AREA 13

SUMMARY FINANCIAL INFORMATION

KELLYVILLE 2021 SOURCE OF FUND



KELLYVILLE 2021 APPLICATION OF FUND



- Employee benefits expense
- Depreciation and amortisation expense
- Teaching and school activities expenses
- Administration expenses
- Occupancy expenses
- Other expenses
- Finance costs

REPORTING AREA 14

PUBLICATION/INFORMATION REQUIREMENTS

The annual report is provided to NESAs on RANGS Online

The annual report is published on the school's website

The annual report is available to anyone upon request

