## AUSTRALIAN INTERNATIONAL ACADEMY OF EDUCATION KELLYVILLE

## ANNUAL EDUCATIONAL FINANCIAL REPORT

2022

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### Kellyville School

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## **REPORTING AREA 1**

## MESSAGES FROM KEY SCHOOL BODIES

## Message from the Board Chairman Dr Ihab El Sokkari



2022 has been another great year for the Australian International Academy (AIA) despite all the challenges we face locally and globally. Alhamdullilah, we are finally emerging from the COVID pandemic and life is getting back to normal with the return of face-to-face teaching and the lifting of most restrictions. I would like to sincerely thank our staff, teaching and non-teaching, our students and our parents for their hard work, resilience and for remaining positive across these difficult times.

2022 has been a year of stability and planning for the future at the AIA following two busy years full of challenges with the separation from Melbourne schools, addressing all regulatory requirements from the Department of Education and the COVID 19 pandemic.

The Board recognizes the importance of the school's academic ranking. As we get ready to graduate our full cohort of HSC students, we are now able to offer wider subject selection and focus our resources on HSC following the temporary suspension of the IB Diploma. We remain an IB world school offering the PYP and MYP programs which help shape our students into responsible, caring, and inquisitive world citizens with Muslim values. We pride ourselves in providing a well-rounded education and we continue to strive for academic excellence.

Stage 4 of the Kellyville campus (the high school building) is currently in the planning stage, and inshallah will progress to the construction stage soon. We are pursuing various government grants to help with the construction. This is a multi-million-dollar project that will require the help and support of all the school community to see it to completion inshallah. Kellyville building fund has been established to help with the school capital work.

Alhamdullilah, 2022 has been a positive year for the school and we continue to progress with the efforts of all our experienced and dedicated staff and the support of our great community.

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## Message from Academy Head, NSW Mrs Mona ABDEL-FATTAH



As an IB World school we share a common philosophy with all IB World schools—a commitment to high quality, challenging, international education where our focus is on academic achievement as well as character building.

We want our students to be focused on the purpose of their attendance at the school which is, to develop knowledge and understanding in all the areas of knowledge open to them; to develop the skills necessary to be successful in whatever they need to do at school, at university and later in their working lives; and to develop the attitudes and values that will make them into

decent and successful Australian Muslim citizens.

This cannot be achieved without the student's commitment, self discipline and desire to work hard and even struggle. Sometimes struggles are exactly what a person needs. As adults we know that many of the obstacles we have overcome have made us stronger and wiser. It is through struggling, feeling pain and discomfort and hardships that we become stronger people, more resilient and more successful and wiser inshallah. As students at AIA go through their journey we want them to discover their strengths and their greatness, and to build on those qualities. We also want them to learn from their mistakes and build resilience to help them face the challenges they meet.

As parents, students and teachers we need to all appreciate that the learning journey can be rough and challenging at times but we must believe that these challenges and problems are opportunities for growth and advancement. Inshallah the skills, habits, attitudes and values that students at AIA develop are the strong foundations that will make them successful learners and decent Australian Muslims inshallah.

Australian International Academy prides itself on being schools of Advancement, Determination and Faith. We are continuously **advancing** and moving forward while evaluating our practices and performance, doing so with great **determination and faith** to provide the best possible opportunities and education for our students.

In the face of the numerous global and local challenges and in a world that is constantly shifting under our feet, Australian International Academy, Strathfield and Kellyville, have



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continued to remain adaptive and agile, poised to prepare its students with the right skills and attitudes not just to survive in an everchanging world but to thrive.

Our schools continued to grow from strength to strength, offering its students transformative learning experiences and opportunities to bolster their growth and development, raise standards and develop their character. And in a short span of less than two decades, (one decade in Kellyville) we have made giant strides in developing a reputation of child focussed quality education with a strong team of over 150 staff and approximately 1100 students in both schools. We contemplate ourselves to continue imparting holistic, inclusive education to our precious children for many more decades to come, inshallah, an education that inspires them to be the best they can be.

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





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## **REPORTING AREA 2**

## CONTEXTUAL INFORMATION ABOUT THE SCHOOL

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

The Sydney schools were an expansion of the foundational Australian International Academy, which was established as the first school in Australia tailored to the needs of Muslim students in Coburg, Melbourne in 1983.

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

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 582 in 2022. 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.

AIA's educational programme is well balanced between the Australian Curriculum and an Islamic environment. Our students are taught to be proud of their cultural identity and while the basic language of instruction for all subjects is English, the Arabic language and Religious Studies are taught at all levels, and all students are required to study a second language. The teaching and learning programmes are centrally monitored to ensure they are of the highest quality whilst being presented firmly within a culturally sensitive perspective.



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

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. 2022 marked the fifth cohort of Year 12 students to undertake their final studies of the NSW Higher School Certificate (HSC). As we did in previous years the School held the final Graduation Assembly and Ceremony with all the 2022 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 Primary Years Programme (IBPYP), the Middle Years Program (IB MYP) for Junior High School students and the New South Wales HSC for years 11 and 12. 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.

AIA is a company limited by guarantee and is governed by a highly professional and dedicated Board. The Board is responsible for the financial and 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 selfesteem, 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





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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, chess and many more.



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## **REPORTING AREA 3**

## STUDENTS OUTCOMES IN STANDARDISED NATIONAL LITERACY & NUMERACY TESTING

#### **2022 NAPLAN DATA ANALYSIS**

YEAR 3 – 74 students	AIAE MEAN	STATE MEAN	Above/ below
Writing	449.3	433.59	А
Spelling	461.5	430	А
Reading	456.8	446.81	А
Numeracy	409.2	410.51	В
Grammar & Punctuation	454.3	446.22	А

YEAR 5 – 41 students	AIAE MEAN	STATE MEAN	Above/ below
Writing	508.8	492.97	Α
Spelling	534.4	513.61	А
Reading	527.7	514.86	Α
Numeracy	501.0	498.96	А
Grammar & Punctuation	528.1	508.77	Α

Year 7 – 52 students	AIAE MEAN	STAT E MEAN	Above / below
Writing	538.6	539.88	В
Spelling	569.4	558.47	А
Reading	544.3	549.66	В
Numeracy	548.3	559.64	В
Grammar & Punctuation	548.2	544.17	А

Year 9 – 39 students	AIAE MEAN	STATE MEAN	Above/ below
Writing	596.9	569.38	А
Spelling	616.5	586.17	А
Reading	604.5	586.22	А
Numeracy	599.5	595.54	А
Grammar & Punctuation	605.6	585.0	А

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Overall our students have shown great progress in all areas over the years with the 2022 results as follows:

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

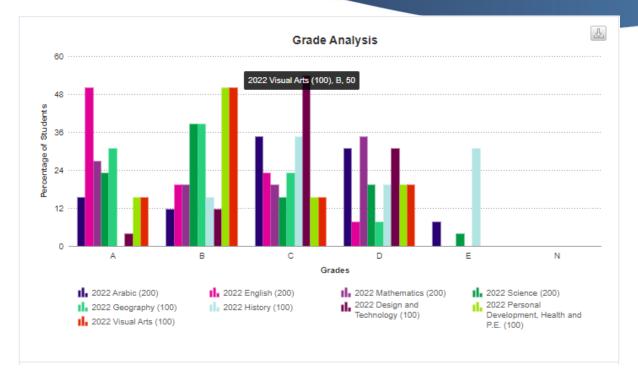
The school had 26 students in Year 10 in 2022 and they all successfully completed their RoSA requirements. The results were quite pleasing and they were able to get into the courses they wanted to pursue in Year 11. Below is the graph showing the percentages of each grade level subjects offered as part of the Year 10 RoSA Grades 2022:





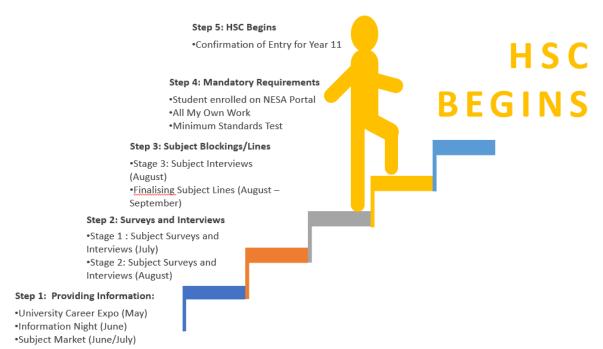
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Year 10 students also successfully completed HSC: All My Own Work course in 2022 before commencing Year 11 this year. The students also went through the induction process (shown below) to help them choose their subjects for Year 11.

#### **Steps of Choosing Subjects:**



Preliminary Subjects offered for the Year 11 2023 are as follows: Arabic Continuers, Biology, Business Studies, Chemistry, Economics, English Standard, English Advanced, Information Processes and Technology (IPT), Legal Studies, Mathematics Standard, Mathematics Advanced, Mathematics





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1 2022 Chemistry (0)

and Physical Edu

1 2022 English Standard (0)

1 2022 Mathematics Advanced (0)

1. 2022 Personal Development, Health

Extension 1, Personal Development, Health and Physical Education (PDHPE), Physics, 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 23 students in Year 11 in 2022, which is a decrease of two 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 2022. Subjects offered for the Year 11 2022 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), Studies of Religion II and Visual Arts.

Grade Analysis

D

Grades

1 2022 Business Studies (0)

1 2022 English Advanced (0)

2022 Mathematics Standard (0)

2022 Legal Studies (0)

1 2022 Visual Arts (0)

Below is the graph showing the percentages of each grade level subjects offered as part of the Year 11 RoSA Grades 2022:

#### Minimum Standards Test – Year 10 & 11

2022 Information Processes and

2022 Studies of Religion II (0)

1 2022 Biology (0)

1 2022 Economics (0)

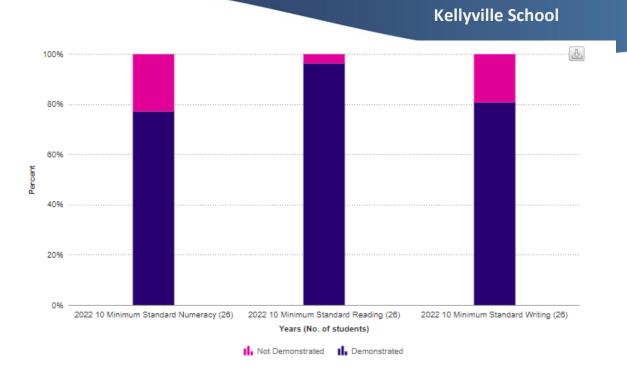
Technology (0)

Many of the students currently in Year 11 have achieved the minimum standard requirements in their Minimum Standards Test in 2022. Below are the Year 10 2022 Minimum Standards Test Results Analysis:

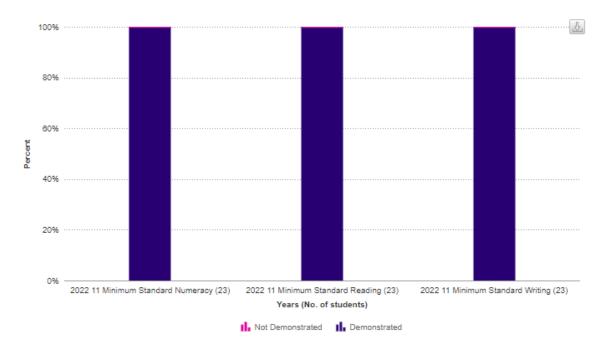
18

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All our current Year 12 students except one are now eligible for HSC Credentials in 2023. Below are the Year 11 2022 Minimum Standards Test Results Analysis:





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## **REPORTING AREA 5**

## Teacher Professional Learning and Accreditation

Teaching is a complex profession that novice teachers and veteran teachers alike continually strive to master. It is also widely acknowledged that teacher quality has the strongest positive influence on student learning. 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 and upskilling of staff in school management, classroom management, subject expertise, Child Protection, student well-being, 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 2022 all teaching and non-teaching staff participated in professional learning activities 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, Student Portfolio Assessment, Literacy, Numeracy, Leadership and Management, NCCD, SMART Data training, HSC Marking, Peer Support, Positive Partnerships programme/training, Assessment and Reporting, teacher accreditation, Technology, Approaches to Learning, Thinking Curriculum, Graphic Organisers, Turnitin, E Learning,





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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, 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 2022**

Level of Accreditation	Number of Teachers
Conditional	2
Provisional	4
Proficient	42
Total number of teaching staff	48
Total number of non-teaching staff/Administrative and Support Staff	19





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## **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 2022 for Kindergarten to Year 12 was: 53

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	48
ii Having qualifications as a graduate from a higher education institution within Australia or one recognized within (AEI-NOOSR) guidlines 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





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## **REPORTING AREA 7**

## STUDENT ATTENDANCE AND MANAGEMENT OF NON ATTENDANCE

## RETENTION OF YEAR 10 TO 12

### Students attendance rate

KELLYVILLE	Full Day Attendance Rate
Overall	89.3%
Boys	89.3%
Girls	89.2%
Year KI	92.2%
Year 1	88.3%
Year 2	90.7%
Year 3	88.9%
Year 4	89.1%
Year 5	90.2%
Year 6	93.3%
Year 7	90.7%
Year 8	87.5%
Year 9	83.4%
Year 10	83.5%
Year 11	89.5%

We had 23 students in yr 10-2020 and 24 students in yr 12-2022, retention rate is 104.3%.





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### **MANAGEMENT OF NON ATTENDANACE** 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.





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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





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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.





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- 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 <u>must seek approval</u> 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.







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### **REPORTING AREA** 8

## ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

## Full policy is available to all staff on the intranet.

## ADMISSIONS AND ENROLMENT POLICY AND PROCEDURES (extracts from policy)

#### **APPLICATION & SCOPE**

This Policy and Procedure applies to all enrolled students, prospective students, their parents/guardians/carers (hereinafter referred to as **parents**) and all Academy staff.

#### **INTRODUCTION & PURPOSE**

This Policy and Procedure document sets out the Academy's policy and procedures in relation to enrolment and admission of students from Kindergarten to Year 12 at the Academy and is made pursuant to the requirements of the Education Act and the NESA Manual for the Registration and Accreditation of non-Government Schools.

The Academy aims to ensure the equitable allocation of student places at the Academy and determine successful enrolments according to the vision, mission and values of the Academy. At times, there might be more students registered for a place than there are places available within the Academy at particular year levels.

Ultimately, the selection of students for entry into the Academy and all decisions made as part of the enrolment procedure rests with and are the prerogative of the Academy and are determined for the benefit of the Academy

#### A. TERMINATION OF ENROLMENT FOR POOR ACADEMIC PERFORMANCE

1. Students may be identified as being *at risk* of having their enrolment terminated if they are not able to meet the minimum requirements for continuing enrolment at the School.





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- 2. Generally, a student is deemed not to be satisfactorily progressing if he or she is not able to meet the requirements outlined in the Academy's:
  - (a) respective year level Learning Agreement;
  - (b) respective year level Curriculum Handbook;
  - (c) above Continuing Enrolment guidelines;
  - (d) and specific course requirements.
- 3. The School will make every effort to counsel and support students. However, in cases whereby a student is unable to satisfactorily respond to the school's recommendations, this *may lead to a decision to terminate* a student's enrolment at the School for poor academic performance.

#### **B. TERMINATION OF ENROLMENT FOR BREACH OF DISCIPLINARY POLICIES**

- 1. If the Academy considers that a student is guilty of a serious breach of its Policies and Procedures, including but not limited to Student Management and Discipline Policies, or has otherwise engaged in conduct which is prejudicial to the Academy, its students or staff, then the Academy Head and/or Principal or his/her delegate may exclude the student permanently or temporarily at their absolute discretion.
- 2. If the Academy Head, Principal or his/her delegate or the School Board believe that a mutually beneficial relationship of trust, respect and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the Academy Head, Principal or his/her delegate or the School Board may require the parent to remove the child from the Academy.
- 3. The Academy will only exercise its authority under this **clause J** to exclude a student permanently if it has provided the student(s), parent(s) or guardian(s) of the student with details of the conduct which may result in a decision to exclude the student and have provided them with a reasonable opportunity to respond.
- 4. The Academy reserves the right to suspend or cancel the enrolment of a student for serious or continued breaches of the Academy Policies and Procedures.
- 5. No remission of fees will apply in relation to any of the above cases.





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#### C. PRIVACY

Information collected as part of the enrolment process is done so in accordance with the Academy's Privacy Policy, available on the Academy's website.

#### D. EXCLUSION POLICY

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

#### E. POLICY REVIEW

This Policy is reviewed annually, or earlier as required, in order to ensure the terms are current, fair and representative of the Academy's requirements. In the event that the Academy choses to update or amend any terms of this Policy, Parents and/or Guardian(s) will be deemed to have been notified of the updates and/or changes if the Academy sends a copy of, or a link to, the updated and/or amended Policy via the Academy's method of parent communication (including but not limited to Skoolbag, email, newsletter) and will take effect from the date specified in the notice.

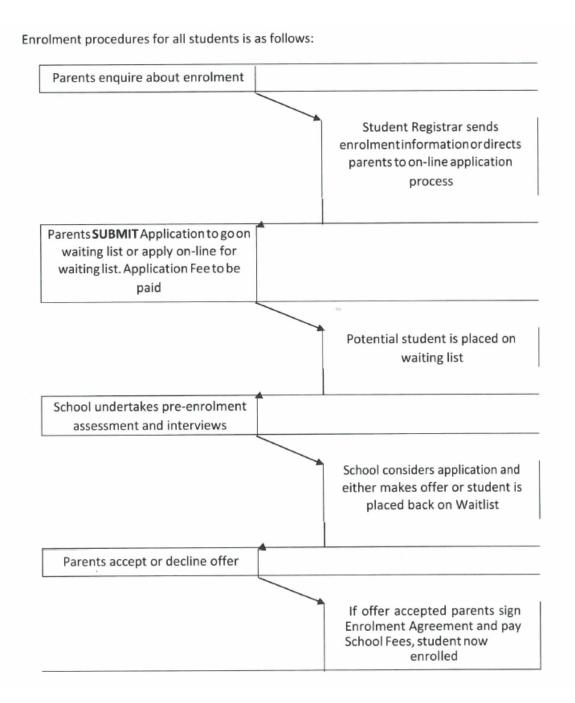




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### **REPORTING AREA** 9

## SCHOOL POLICIES for STUDENT WELFARE

Full policies are 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 of Education (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, 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 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:

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#### **Kellyville School**

#### (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.
- 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, Form Teacher 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.



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Kellyville School

#### **COMPLAINTS AND GRIEVANCES**

The Academy has a Complaints and Appeals policy that sets out the procedures that ought to be followed if a student or parent feels they have a complaint or grievance which needs to be addressed.

Every attempt will be made to resolve the issues surrounding the complaint/ grievance within the school, but if that proves to be unsuccessful, the Grievance Procedures itself allows all parties involved in any incident or issue to put their points of view to an agreed upon independent and uninvolved arbiters in a fair and objective forum at minimal or no cost. Recognizing that it is sometimes not possible to resolve an issue to everyone's satisfaction, the Grievance Policy and Procedures attempts to reach a fair settlement.

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

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

#### POLICIES FOR STUDENT DISCIPLINE

AIA is school founded on Islamic principles, and such recognises the importance of a secure and disciplined environment to enable students to effectively be managed and educated and that a "process of discipline" is necessary to in delivering graduates who are self-disciplined and self-regulated individuals.

Despite the best efforts of staff, there are occasions when a student may fail to act reasonably or may act in a way that impinges on the rights of others and the core values of the School community.

All disciplinary action that may result from any sanctions against the student including suspension and expulsion are based on procedural fairness.

#### Corporal punishment is not permitted under any circumstances.

#### Student Management/ Wellbeing and Community Relations)

The goal of education has undertaken a major shift to a student flourishing. This definition not only encompasses student academic capability, it also places student wellbeing at the heart of their success. 2022 has seen our school adopt a strength-based approach towards wellbeing, inclusion, and student social and emotional development.

#### **Positive Partnership Project**

Our school entered into an agreement with Positive Partnerships to educate and empower our school community in their understanding and application of inclusive practices. This is the first year of a two-year project that involves staff professional development, student



#### Kellyville School

engagement and parent involvement. This collaborative project involved a review of survey data and staff undertaking a two day workshop focused on professional learning. We are currently at the stage of developing action plans with following five focus areas:

- 1. Policies and procedures around inclusion throughout enrolment and continuity of learning
- 2. Communicating inclusive processes to new staff during induction period
- 3. Strengthen relationship between school and parent community
- 4. Adjustments to the physical environment to support diverse learners
- 5. Professional learning and resources for inclusive practices

Staff will continue with the implementation of the Positive Partnership Project action plans throughout next year. This would involve ongoing online learning and implementation of actions identified in our school's planning and reflection tool.

#### Parent Engagement

This year has seen the first full year of teaching with no COVID interruptions. It has also seen an easing of restrictions. This has led to an increase in parent engagements at school. We have held regular parent morning teas, information sessions and workshops every term focused on curriculum and wellbeing for parents. One of our latest parent workshops was held by Princess R Lakshman (Arise Foundation) who highlighted the importance of self-care and positive wellbeing practices within our home.

There have been regular extra curricula activities held throughout the year that has invited parents to attend. Events such as the character parade during Book Week and the Annual School Concert. After such a long absence due to COVID we are so happy to see parents involved on our school grounds. Looking forward to developing these relationships further with a proposed parent volunteer program and environmental committee next year InshaAllah.

#### Student Engagement

The goal of Wellbeing in the Primary Department has been based on creating an inclusive growth mindset, promoting Positive Education practices and development of personal identity. Wellbeing initiatives in the Primary Department have been a collaborative effort involving all staff and students.

2022 has seen new Wellbeing initiatives in Primary. There have been two new award systems introduced, Abu Bakr Award and the Aussie of the Month Award that promote Islamic Values and Community Service. Wellness Wednesday is another initiative. Every Wednesday students have been engaged in activities that strengthen their mind, body and soul. Students explored their own wellbeing through the various lenses of positive emotions, engagement, relationship building, creating meaning and accomplishment (PERMAH framework). Each lesson incorporated Islamic perspective, and the School's Code of Conduct (Care, Courtesy, Respect and Responsibility). These initiatives have complimented the continued implementation of our School Counsellor Workshops. This year the sessions have been focused on the development of the social/ emotional skills of resilience, relationship building and conflict resolution.



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#### Student Leadership

Several structured Student Leadership Programs were implemented this year. Our Student Representative Council participated in a pilot Student Leadership Program that enhanced their team building skills, communication, and negotiation skills. This pilot program was run by the Australian Museum of Democracy.

Year 5 were trained as Peer Support Leaders this year. The Peer Support program is when leaders facilitate small groups of students in Years 2-4, who work together through a number of structured activities. They worked on a module called Keeping Friends helping students to explore

the concept of friendship, build relationships and develop skills in empathy and critical thinking. The

module ran for 4 sessions.

#### **Support and Enrichment Opportunities**

Our Student Support Program continued throughout this year with a focus on the development of literacy and numeracy skills. Due to an increase in teacher support we were able to implement individual MULTILIT reading intervention sessions. Selected staff were trained in the implementation of the MULTILIT program. Next year will see the implementation of the MiniLit Sage (Years 1-2) and MacqLit (Years 3- 6) reading inventions for small groups.

Our Primary Debating team had several workshops and training sessions in preparation for the debating tournaments in which they participated in. Our skilled debaters participated in the following tournaments National Virtual Debating Competition (NVDC) hosted by Masters Academy, and the Islamic School Debating Tournament. Our students refined their skills of persuasion and oration through scheduled debates against other schools. Our debating team have currently reached the Knockout stage of the National Virtual Debating Competition (NVDC). To develop student oration skills selected students participated in the Islamic Schools Public Speaking Competition and IPSHA Speaking Challenge.

#### **Staff Wellbeing Development and Engagement**

There has been a major focus on development of Staff Wellbeing and its impact on student wellbeing. This year several professional learning workshops have been run to emphasise the importance of restorative practice, positive education, and mindset. Primary and Secondary teachers were engaged in professional development workshops exploring their own wellbeing and the impact that it has on student learning.

#### Term 2: SHE Empowerment Workshop – Hannah El Gashingi

Workshop covered the following areas:

- How does our language affect our mindset?
- What does a positive mindset look like?

- How do we bring a Positive mindset into our classroom and what effect does it have on our teaching practices?



# WORLD

**Kellyville School** 

#### Term 3: Positive Difference - Robert Ritchie

Our workshop facilitator Robert Ritchie led the sessions with enthusiasm and guided our staff through research and practical strategies focused on:

- Staff Wellbeing for Student Success
- Action Steps for Staff Wellbeing at AIA





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Kellyville School

### **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 2022. The modest achievements made in 2022 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.





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	Targeted support for students who need additional assistance.
School and	Ensure that teaching & learning is supported by ICT; teaching & learning promotes
Classroom	understanding of academic honesty; teaching & learning meet the needs of all
Organisation	students.
Home,	Developing genuine partnerships between teachers, parents, neighbouring schools
School &	and the wider community to support and extend student learning.
Community	
Partnership	
Staff	Staff professional development and training especially in accreditation, professional
Professional;	standards, assessment, the International Baccalaureate Primary Years Programme,
Development	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 2022 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 challenges we face. Despite all the challenges of the post COVID era and global financial problems, our students and staff have achieved excellence in their academic and co curricular endeavours. With approximately 420 primary and 200 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 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 continued to provide quality teaching and learning which allowed all our students to apply their knowledge skills and understandings in unique, dynamic and authentic ways. 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





#### **Kellyville School**

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 2022 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;
- Organising and hosting the Hills "Healthy Minds" Forum with neighbouring schools
- Leadership Training courses and activities for students;

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- 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 programnmes;
- 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 590 in 2022. 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 Parents 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;





**Kellyville School** 

- 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 2022. 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.







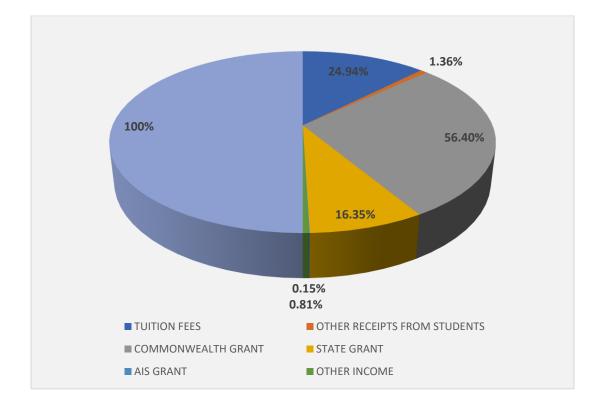
Kellyville School

### **REPORTING AREA 13**

## SUMMARY FINANCIAL INFORMATION

2022 Academic year brought many challenges as well as opportunities for learning and growth for the school. The annual report shows how AIA Kellyville is progressing and developing as a school and outlines what has been achieved.

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



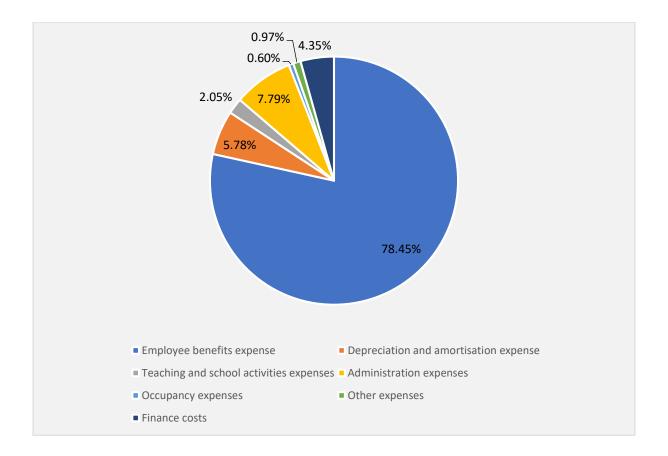
## **Kellyville source of funds 2022**





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## **Kellyville 2022 Application of Funds**



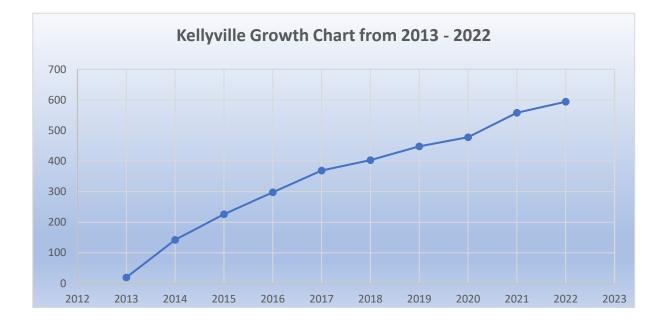






Kellyville School

AIA Kellyville Enrolment Numbers			
Year	Total	%age	
2013	19	N/A	
2014	142	647%	
2015	226	59%	
2016	298	32%	
2017	369	24%	
2018	403	9%	
2019	448	11%	
2020	478	7%	
2021	558	17%	
2022	594	6%	







Kellyville School

### **REPORTING AREA 14**

## PUBLICATION/INFORMATION REQUIREMENTS

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

