



AUSTRALIAN INTERNATIONAL ACADEMY

ANNUAL EDUCATIONAL AND FINANCIAL REPORT 2018



ADVANCEMENT
DETERMINATION
FAITH

CONTENTS

Reporting Area 1	Message from Key School Bodies	3
Reporting Area 2	Contextual Information about the school	9
Reporting Area 3	Student outcomes in State Wide Tests and Exams	11
Reporting Area 4,	RoSA	13
Reporting Area 5	HSC	13
Reporting Area 6	Professional Learning and Teacher Standards	16
Reporting Area 7	Workforce Composition	18
Reporting Area 8	Senior Secondary Outcomes	19
Reporting Area 9	Student Attendance & Management of Non Attendance	21
Reporting Area 10, 11	Retention Rates, Post School Destinations	30
Reporting Area 12	Enrolment Policies and Characteristics of the Student Body	30
Reporting Area 13	School Policies	34
Reporting Area 14	School Determined Improvement Targets	37
Reporting Area 15	Initiatives Promoting Respect and responsibility	41
Reporting Area 16	Parent, student, teacher satisfaction	42
Reporting Area 17	Summary Financial Information	43

REPORTING AREA 1

MESSAGE FROM KEY SCHOOL BODIES

Academy Board's Message

Mrs Melinda BAARINI, Chairperson



Greetings to staff and parents from the Academy Board

I would like to take the opportunity to congratulate all Trust and Board members, teachers, staff, parents and students for making the past 35 years at AIA such a success. In that time, we have seen many students graduate and move on to become outstanding professionals. The loyalty, hard work and dedication of our teaching staff has enabled our school to grow from strength to strength. Furthermore, I would like to welcome and thank all the Trust and Board members for their ongoing services. This year we welcomed Fayzah Saleh, Malcolm Thomas, Kimani Adil Boden, Iman Mojaled, Mohamed Farook, Zoya Mughal, Ken Erdal, Maffaz Al Safi, Mohamed El Zanati and Salah Salman to the Board. I look

forward to working closely with you all.

Over the past year we have seen many new developments at the school. We are proud of our students' academic achievements with improvements in our overall NAPLAN results and success of the 2017 Year 12's. We have also seen tremendous accomplishments with our extra-curricular and sport programs. These programs help compliment the development of the students and assist in maintaining a high-quality education, ensuring our students are well balanced. These programs also assist to maintain the Academy's vision which is *"to have graduates who are well prepared and self-motivated to advance Australia and to participate effectively as World citizens with Australian and Muslim values."*

Inshallah, we will continue to see many years of "Advancement

Message from the Academy Director General

Mr Salah SALMAN AM



The 2018 School Year has witnessed a few important events. The three AIA Victorian Campuses; Melbourne Senior Campus, King Khalid Coburg Campus, and Caroline Springs Campus, had the VRQA five-year review.

The Academy's 35th Year Anniversary: The year 2018 coincides with the Academy's 35th Anniversary. That period in the Academy's history reflects clearly different stages in the Academy's growth and development in different fields. The remarkable success of the Academy in the academic, social, physical,

and sports fields were evident throughout the 35 years. The Academy has been developed from one single burnt down small school in 1983 to become a flourishing, inspiring, and leading international educational organisation of six campuses, in Melbourne, Sydney and Abu Dhabi, UAE.

The Academy's Open Entry Policy: The application of such an open policy, allowed Academy Campuses to admit students without restrictions on race, colour, religion, or ability level. As a result, the Academy's yearly cohort include a mixture of intakes, including students with special needs, below average students, average, and high performing students in all levels from the preparatory level to Year 9. With such an admission policy in place, the success of a school to change and support all students to reach their highest potential and successfully complete year 12, is unique and remarkable. Alhamdulillah, the Academy has maintained its 'Tradition of Excellence' throughout the years.

Year 12 Results for 2017: The Results were excellent by all measures. There were three top achievers, who scored an ATAR above 99, where the School Dux scored an ATAR of 99.7. 22% of the graduates scored ATAR of 95 or above, and 35% of the graduates scored ATAR of 90 or above, to place them in the top 10 percent of the Nation. The Academy's Median ATAR was 83.4, compared to the National Median of 65.1. AIA King Khalid Coburg Campus: In 2018, the KKCC is progressing greatly in different field; academically, socially, and sport wise. It is one of the leading IB PYP schools in Victoria.

AIA Kellyville Campus in NSW, which commenced in 2013 has been progressing very well and was accredited by the NSW Board of Studies to become Kindergarten to Year 12 School. The School has been authorised by IBO for the two IB Programmes, IB PYP, IB MYP, and is a candidate school for IB Diploma Programme (IBDP) to commence in 2020. AIA Kellyville Campus with its spacious buildings and beautiful design together with its high academic performance have made the Campus a leading school in its own right.

AIA Strathfield Campus NSW: The Campus buildings and facilities are small and restrictive. As they are Heritage buildings, we cannot alter or expand. However, in 2018, the School Management has repainted the interior and introduced new facilities to ease the restriction. Now, the school appeared in a beautiful shape and has become a welcoming and inviting IB School. Also this year, the Campus has gone through the five-year IB MYP review successfully.

AIA Caroline Springs Campus: Last year, the Campus was moved to the new location at 183-191 Caroline Springs Boulevard. The new site has a great potential for new additional buildings and sports facilities. The new canteen will operate, Insha'Allah, from the start of 2019 School Year.

Review of Arabic Language Program in all AIA Campuses: Arabic Language Syllabuses are under review and development during Term 4, 2018. A Senior Arabic Language Consultant has been appointed to review the Arabic Language Program in all Academy Campuses and to assess their relevance and effectiveness, in consultation with Arabic language Coordinators and Campus Heads in all Campuses. A Review Report, including recommendations should be presented to the Academy Head by the end of 2018 School Year. .

Five Years Strategic Education and Business Plan: A comprehensive Five Years Education & Business Plan is being prepared during Term 4 of 2018. The Academy has identified six main objectives to be incorporated into the Plan. Both the Department of Finance and the Department of Publication and Marketing were commissioned to develop and collate the new plan, in consultation with all Campus Heads and the Academy Head. The prepared New Strategic Plan will be presented to the Academy Board for discussion and endorsement.

Message from the Principal Mrs Mona ABDEL-FATTAH



Australian International (AIA) Vision Statement



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

International Baccalaureate Organisation (IBO) Mission Statement

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

2018 is a very special year for AIA as, not only does it mark our 35th anniversary of AIA schools but, for Kellyville Campus its significance lies in celebrating our very first group of Year 12 graduating students. This is indeed a very special year, not only for our graduates but for their families, their teachers and all those who've worked hard throughout their thirteen years of schooling and supported them to get to where they are today.

There are always mixed feelings at graduations. It's a bittersweet feeling as we adults say goodbye, and our graduates eagerly say hello to university, to work, to new experiences, and new friends and to new beginnings.

Class of 2018, our dear graduates have come a long way and have made it to graduation and are about to enter a new phase in their journey through life and they will discover that life from now on will be quite different.

Life does not have a core curriculum – the five or six subjects that almost everyone follows. Life is made up of options and choices. There are many paths to choose from and many decisions to make, and this can be confusing and overwhelming when they have been used to the security and comfort of a school system.

From now on their biggest test will not be their Studies of Religion essay or English oral, or science investigation; their biggest test **will be on how they live their lives**, and the choices they make. And the best and most important report will not be their - year report or end of year report , or the cyclic reviews posted to their homes every few weeks. The best report will be **the one they give themselves as to whether or not they have met their own standards**. They make their choices and set their own standards. These choices and standards will shape their future.

As parents and teachers we hope that we have instilled in our students the ability to know right from wrong, to make the right choices, to set high standards for themselves and act according to their conscience and according to Islamic teachings.

We hope that our 2018 Graduates will embrace their identity as Australian Muslims with dignity, honour and respect, and draw upon the strength of such qualities and the strength of their Iman when making their choices, and when setting their standards and making their contribution to the wider community. We wish all our SEVEN 2018 Year 12 Graduates the best of future inshallah.

2018 has been a year filled with the highlights, blessings, challenges and celebrations which we at AIA, Kellyville have shared throughout the year. It is very clear to all of us at AIA community that the vision of AIA and the message of our blessed faith, are indeed at the heart of our education community and our 2018 journey. It is evident in the reflections and feedback of the members of AIA Management, leadership team of teachers, all staff, teaching and non-teaching and in our students

2018 has been a very busy and exciting year in which much has been accomplished and where we continued our journey of growth and development in implementing both the International Baccalaureate Middle Years Programme (IB MYP) and the International Baccalaureate Primary Years Programme (IB PYP); as well as commencing our International Baccalaureate Diploma Programme (IBDP) candidacy journey. Inshallah we are looking forward to being authorised and starting our first group of IBDP in the year 2020. It has been a year filled with new initiatives, challenges, celebrations and activities that highlighted and embraced AIA 's vision, mission and the message of our blessed faith.

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

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

Message from Primary SRC Leader Ms Jasmine THAM



2018 has been a tremendously productive and fulfilling year for the SRC. Each and every one of the Year 3 to 6 SRC wore their badge with honour and pride and was able to lead the student population in various ways. These range from hosting the fortnightly assemblies as well as through coordinating several key school events. This year, the Lower Primary and Higher Primary combined forces to have one assembly and the SRC displayed their excellent communication skills and team leadership when hosting these. These students should also be commended for devoting many of their lunch times and personal time to attend meetings, promote and plan events around the school. Some of the significant events in 2018 were; assisting with fundraising for the Westmead Bandage Bear

Appeal, showing our physical prowess in Walk Safely to school Week as well as encouraging others to lend a helping hand in national volunteer week. Congratulations on another successful SRC year

Message from Primary Peer Support Programme Leader

Mrs Janelle DRISCOLL



“Teaching is only demonstrating that it is possible. Learning is making it possible for yourself.”

— Paulo Coelho

Optimism and resilience have been the focus of our well-being program this year. Understanding that the right attitude, a sense of belonging and having strategies for dealing with difficult situations helps develop students as learners as well as helping them make positive contributions. Students have benefited enormously from this year’s Peer Support Programme, our focus this year was on “living positively.” The programme saw students working together in peer groups to build on their strengths in curiosity, kindness and teamwork. Year 6 students should also be congratulated for their hard work and dedication in running these sessions.

To help students develop skills to handle negative situations students explored the topic of bullying through *Bullying! No Way Day*. They created plays, poems, songs, and stories about what to do when they encounter bullying and how to prevent this from taking place. The language of resilience and supportive relationships has been firmly cemented within the primary student community and students are now able to have conversations about this with each other, parents and teachers.

This learning was then supported through the *R U OK* Day activities which took place from k-12. This day reinforced the importance of being a good friend and taking care of each other, at school, at home and online.

Our “You Can Do It!” sessions across the primary school have been another opportunity for students to develop confidence, resilience, organisation, and positive relationships. These sessions are programmed by teachers to coincide with their units of inquiry, supporting the development of the PYP attitudes and skills for those units.

Thank you to all our staff for supporting our social-we-being initiatives throughout the year, and also modelling the attitudes and behaviours that we try to instil in our students

REPORTING AREA 2

CONTEXTUAL INFORMATION ABOUT THE SCHOOL

The Australian International Academy is the first registered full time day Islamic school established in Australia. It commenced in 1983 as a primary school in Coburg, Melbourne with an enrolment of 62 students in three composite classes. The primary school grew steadily over the years and the need for a secondary component was realized in 1991 when our first years 7 & 8 classes commenced on the same site.

The steady growth of the school led to the need for physical expansion and the college purchased several properties in Ross Street and on Sydney Rd Melbourne and in 1995 purchased a second campus at Merlynston Coburg, which houses the secondary school and main administration. In 2005 the College expanded internationally and opened a campus in Abu Dhabi, and in June 2006 the AIA acquired its fourth campus in Sydney, Strathfield and in 2013 a newly built campus in Kellyville, Sydney commenced operation. In the same year the Caroline Springs Campus, Melbourne, opened its doors to Prep to Year 7 students.

AIA is an IB World school offering the International Baccalaureate Middle Years Program (IB MYP) for Junior High School students, and the IB Diploma Program for year 11 and 12, as well as offering the local certificates VCE and/or HSC. The IB programme is a student centred approach enabling students to develop important attributes and skills necessary for success at all levels of education, while its focus on internationalism and community service allows students to prepare themselves to be active, thinking, caring and involved world citizens.

The Australian International Academy is an Islamic school but accepts and welcomes students from many cultures and religious backgrounds.

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

AIA is an incorporated association and is governed by a Board of Trustees and an Academy Board. The Board of Trustees is responsible for the financial and the property management side and also sets the strategic direction of the Academy and all its Campuses. The Academy Board is responsible for overseeing the Campuses management and its financial operation, the safety and welfare of students and staff, and the education programs and the policies of the Campuses.

The Operational matters of the Campuses are delegated to the Academy Head (Director General of the Academy) assisted by Campus Heads/Principals, School Heads and Assistant

Heads. The Board of Trustees meets 4 times each year or as many times as required. The Academy Board meets on a monthly basis

KELLYVILLE CAMPUS

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

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

Our campus opened in 2013 with 20 students from K-6. The secondary school commenced in 2014 with year 7 and 8 with a total number of students of almost 120 from K-8. In 2018 the numbers increased to approximately 413 students from Kindergarten to Year 12. The school completed its Stage 3 of a 6-stage building development with an eventual capacity for 800 students.

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

Vision and Mission

Our aim is to provide quality education in a caring and supportive Islamic faith environment.

We encourage our students to aim for personal excellence and to develop skills for independent learning and critical thinking.

We utilise a variety of programs to promote self-esteem, self-discipline, responsibility and leadership.

We aim to foster in our graduates, an awareness of interdependence as members of a multicultural community and the world, and to develop in them a sense of service as well as a commitment to act with justice and compassion.

COLLEGE VISION STATEMENT

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

Values Education

Students at AIA learn about values through living them continually in situation after situation and through the school's curriculum, which places emphasis on character building and a value driven life. The college provides a structure and programs, which allow for ample expression

of a set of core values, which are fundamental to the well being of the individual and of humanity as a whole. By living and practicing the values we hope that they become central character traits within the lives of the students.

Values such as cooperation, honesty, humility, peace, responsibility, respect for human dignity, respect for the law and a commitment to ethical behavior are inculcated in students through participation and engagement in numerous learning experiences and opportunities.

Values education at AIA aims to develop students ability to clearly understand, appreciate and articulate their Islamic beliefs and values, listen to and respect other cultures and beliefs and realize that there is a set of core values which form a common bedrock on which to build our lives.

Student Welfare

Throughout all levels of the school students are encouraged to participate in a wide variety of programmes that enhance their well being, self confidence and independence. All teachers take a special interest in student welfare and are dedicated to providing them with care and support. Form teachers level coordinators, religious education staff and counselors provide guidance and counseling to assist students personal growth and academic progress.

Co Curricular Programme

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

REPORTING AREA 3

STUDENTS OUTCOMES IN STANDARDISED NATIONAL LITERACY & NUMERACY TESTING

NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN) 2018

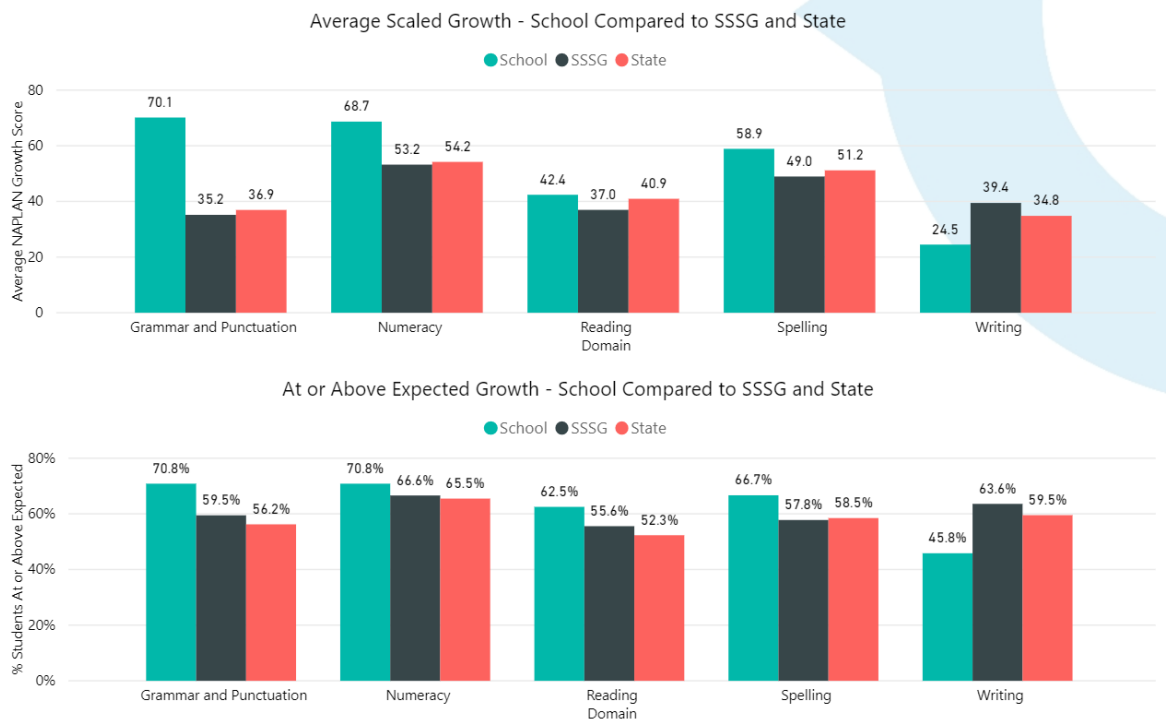
The Australian International Academy, Kellyville Campus participated in the NAPLAN tests. These tests are designed for teachers to identify areas of strength and of concern for teaching. The results shown below are for years 3, 5, 7 and 9. The school performed above state level in all areas in all year levels and has shown exceptional growth in many areas.

SCHOOL LEVEL OF GROWTH

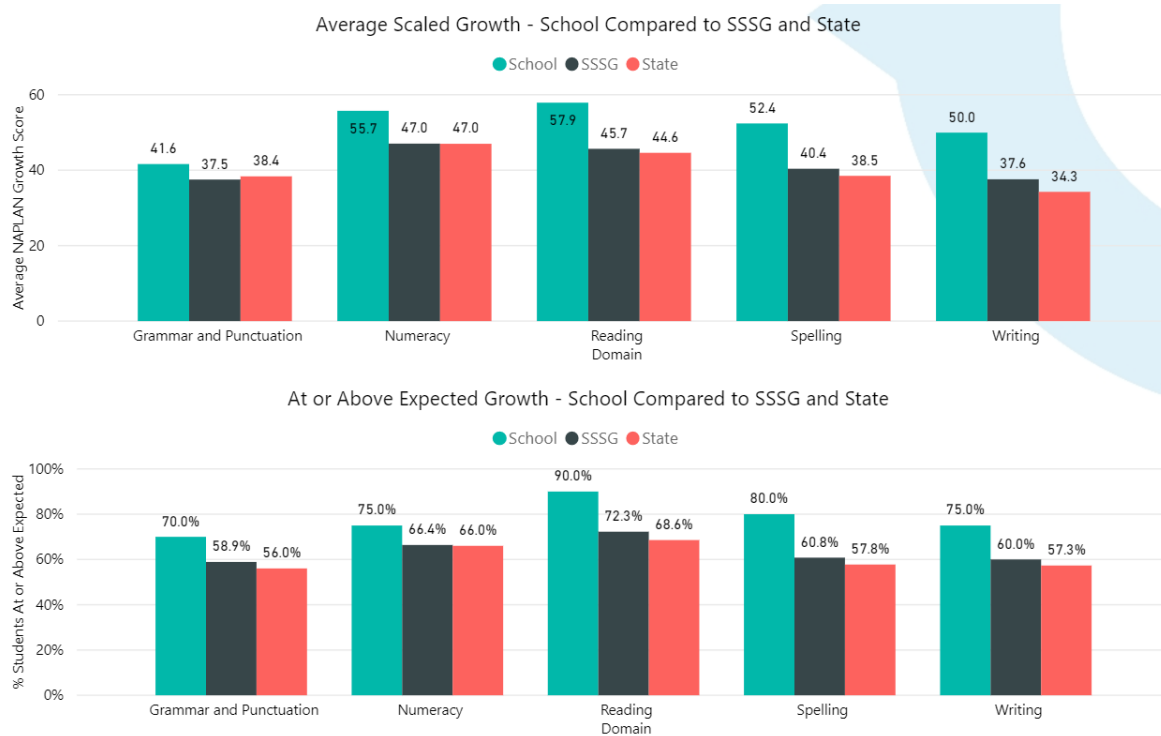
YEAR 5



YEAR 7



YEAR 9

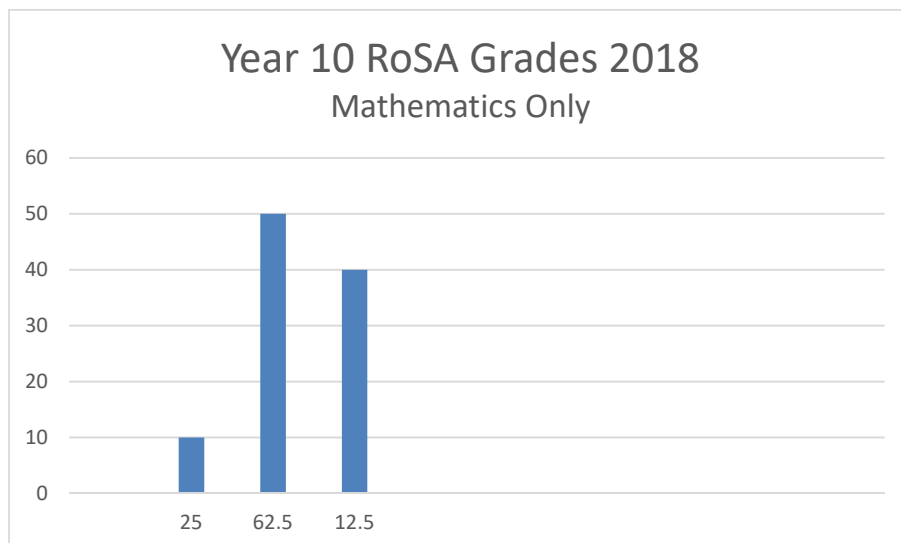
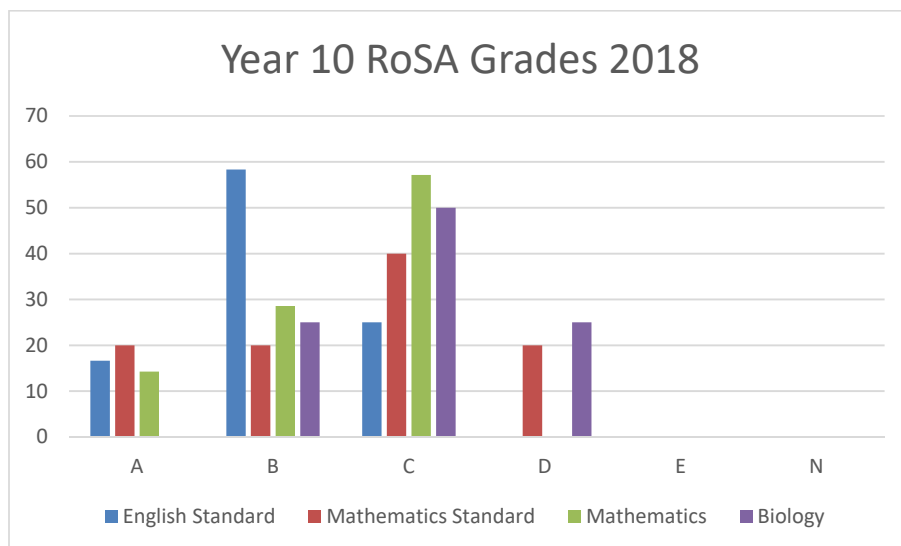


REPORTING AREA 4 & 5

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

RoSA – Year 10 & 11

The school had fourteen students in Year 10 in 2018 and they all successfully completed their RoSA requirements. The results were quite pleasing and they got into the courses they wanted to pursue in Year 11. Below is the graph showing the percentages of each grade levels Year 10 RoSA Grades 2018:

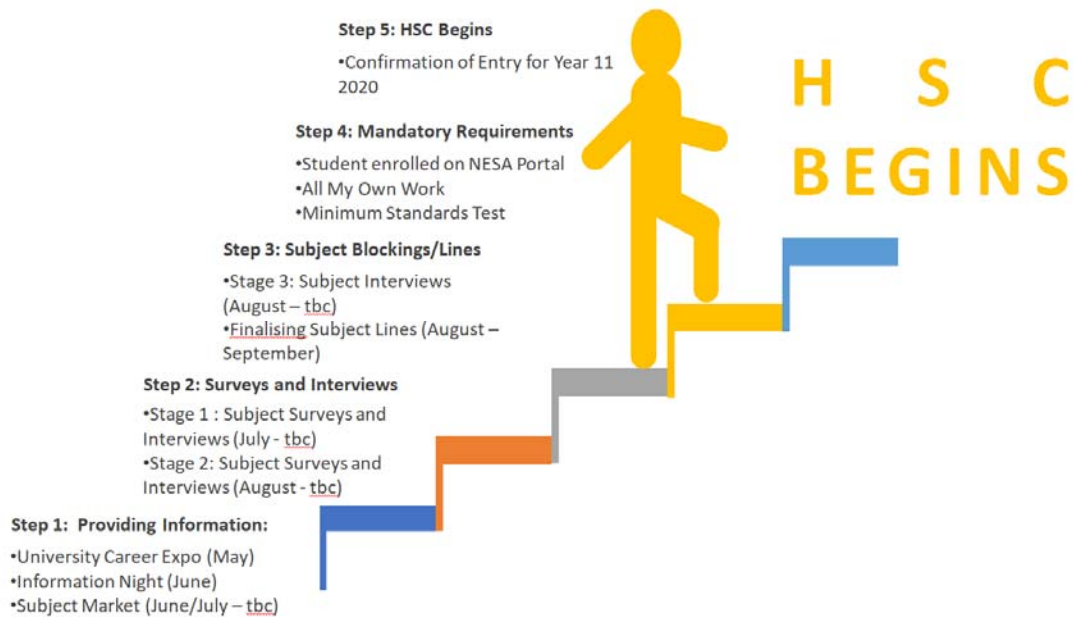


Year 10 students also successfully completed HSC: All My Own Work course in 2018 before commencing Year 11 this year. The students also went through the induction process (shown below) to help them choose their subjects for Year 11.

Minimum Standards Test – Year 10 & 11

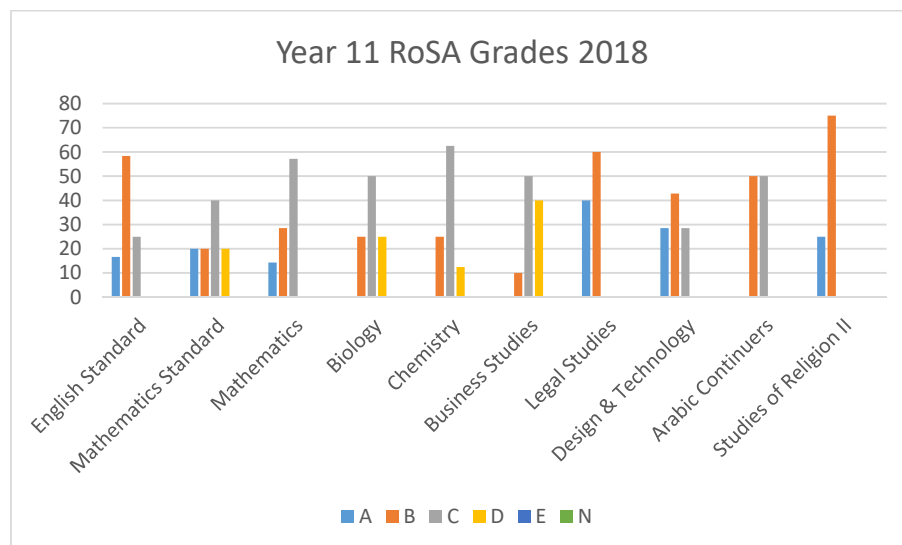
All the students currently in Year 11 have achieved the minimum standard requirements to complete the HSC successfully. 93% of the students were able to achieve the minimum requirement in 2017 NAPLAN. One student in Year 10 2019 had to sit for his Minimum Standards Test in Numeracy to be eligible to HSC in 2020.

Steps of Choosing Subjects:



Subjects offered for the Year 11 2019 are as follows: Biology, Business Studies, Chemistry, English Standard, English Advanced, Legal Studies, Mathematics Standard, Mathematics Advanced, Modern History, Studies of Religion II and Visual Arts.

The school had fourteen students in Year 11 in 2018 and they all successfully completed their Year 11 Preliminary HSC requirements. They were all promoted to Year 12 in Term 4 of 2018. Subjects offered for the Year 11 2018 are as follows: Biology, Business Studies, Chemistry, Design & Technology, English Standard, Legal Studies, Mathematics Standard, Mathematics and Studies of Religion II. Below is the graph showing the percentages of each grade levels Year 11 RoSA Grades 2018:



REPORTING AREA 6

Teacher Professional Learning and Accreditation

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

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

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

In 2017 all teaching and non-teaching staff participated in professional learning activities provided by either internal or external providers (locally, interstate and internationally) as well as weekly on campus workshops. Divided loosely into categories they included:

Student Management and Welfare, Library, CARS and STARS programme, First Aide, Child Protection, Interdisciplinary Instruction, Visible Thinking Techniques, Classroom Observation and Feedback, International Baccalaureate Organisation Primary Years Programme and

Middle Years Programme training, Student Portfolio Assessment, Literacy, Numeracy, Leadership and Management, SMART Data training, Peer Support, Assessment and Reporting, Technology (Interactive whiteboard), Approaches to Learning, Thinking Curriculum, Graphic Organisers, Turnitin, Ed Modo, E Learning, Science, STEM Education, Information & Communication Technologies, Literacy Circles, Art/ Technologies/Sport, Values Education,

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

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

TEACHER ACCREDITATION

Level of Accreditation	Number of Teachers
Pre 2004	4
Conditional	2
Provisional	6
Proficient	23
Highly Accomplished (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teaching staff	35
Total number of non-teaching staff	9

REPORTING AREA 7

WORKFORCE COMPOSITION

Teacher qualifications

All teaching staff have tertiary qualifications in education and are all registered members of the NSW Institute of Teachers. All teaching staff hold a Bachelor's or higher Degree with a number of staff having postgraduate degrees.

The total number of teaching staff in 2018 for Kindergarten to Year 12 were:

CATEGORY	NUMBER OF TEACHERS
i Having teaching qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	35
ii Having qualifications as a graduate from a higher education institution within Australia or one recognized within (AEI-NOOSR) guidelines but lacking formal teacher education qualifications, or	0
iii Not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

Teacher Attendance and Retention for 2018

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

ATTENDANCE: 95.5%

RETENTION: 91%

REPORTING AREA 8

SENIOR SECONDARY OUTCOMES

HSC – Year 12

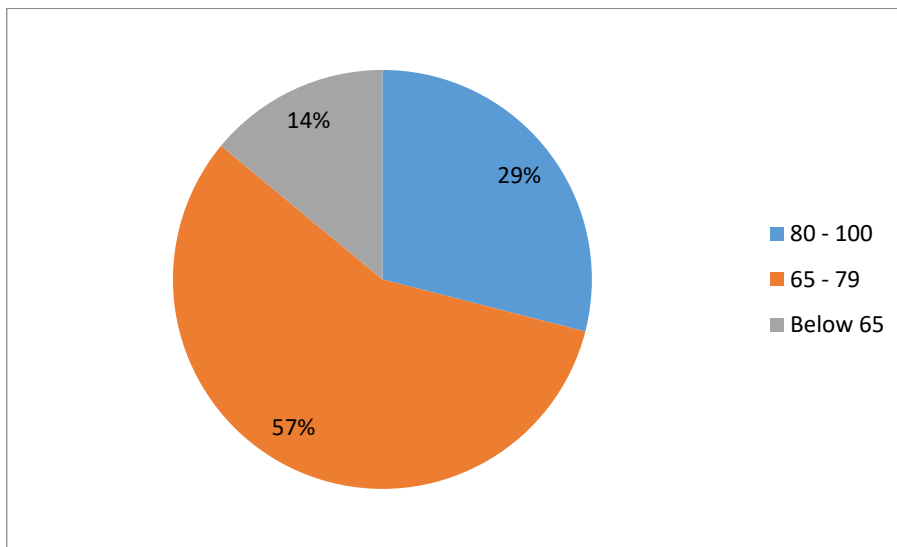
The school had seven students in Year 12 in 2018. The subjects offered were as follows: Biology, Chemistry, English Standard, Mathematics, Mathematics Standard 2, Studies of Religion II, Business Studies and Visual Arts. They were all able to successfully complete their HSC requirements and received their HSC Credentials and Australian Tertiary Admissions Ranking (ATAR) in 2018. Highest ATAR was above 90%. 29% of the students achieved an ATAR of between 80 and 100 and 57% of the students achieved an ATAR of between 65 and 79. Below is the table showing Year 12 HSC 2018 School Group Statistics:

Course	Course	Students Included	Students Omitted	E.M. Mean	State E.M. Mean	School/State Variation	Z-score
<u>Biology 2 unit</u>	15030	7		74.11	74.09	.02	.00
<u>Business Studies 2 unit</u>	15040	2		78.10	73.62	4.48	.36
<u>Chemistry 2 unit</u>	15050	2		79.20	74.82	4.38	.36
<u>English Standard 2 unit</u>	15130	7		76.89	68.66	8.23	.76
<u>Mathematics General 2 2 unit</u>	15235	4		65.30	69.92	-4.62	-.33
<u>Mathematics 2 unit</u>	15240	3		77.47	78.20	-.73	-.06
<u>Studies of Religion II 2 unit</u>	15380	7		76.00	74.63	1.37	.11
<u>Visual Arts 2 unit</u>	15400	3		84.60	79.80	4.80	.60

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

Course	University
Psychology/Arts	Macquarie University
Medical Science	UNSW
Medical Science	Macquarie University
Social Science	Macquarie University
Commerce	Macquarie University
Psychology	Macquarie University
Architecture	UTS

Distribution of ATAR:



REPORTING AREA 9

STUDENT ATTENDANCE AND MANAGEMENT OF NON ATTENDANCE

Full policies are available to all staff on the intranet.

INTRODUCTION

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

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

AVERAGE ATTENDANCE PER YEAR LEVEL 2018

Kindergarten – 91.57%

Year 1 – 93.78%

Year 2 – 92.6%

Year 3 – 92.27%

Year 4 – 92.5%

Year 5 – 92.92%

Year 6 – 93.73%

Year 7 – 91.65%

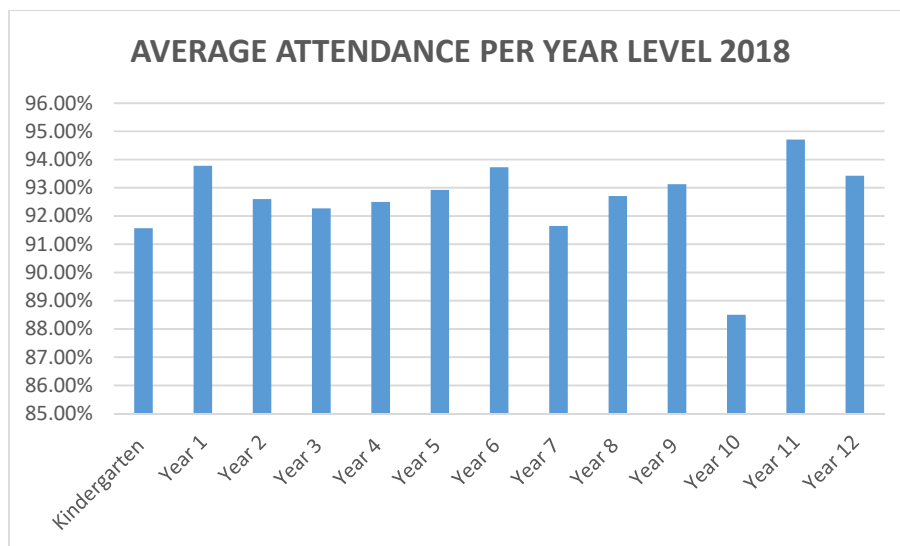
Year 8 – 92.71%

Year 9 – 93.13%

Year 10 – 88.5%

Year 11 – 94.71%

Year 12 – 93.43%



GUIDELINES

1) Punctuality for Kinder – Yr 6

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

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

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

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

Students who breach the punctuality policy will:

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

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

2) PUNCTUALITY for Year 7 - 12:

1. It is the responsibility of all students to be in classes on time during the day.
2. In addition to the Official Attendance Roll, all subject teachers must keep their own subject attendance records and must mark their attendance Roll for every lesson.

3. Form Teachers, Level Coordinators, and Assistant Head of Senior School are responsible to monitor student's attendance pattern, to communicate with parents if necessary, and to implement the Academy Policy when a breach of rules occurs.
4. Subject teacher must report lateness and frequent absences to the Form Class Teacher and the Level Coordinator on a weekly basis for students in Years 10 & 11.
5. Year 12 teachers must report student lateness or absences from classes to the Year 12 Coordinator on a daily basis for an immediate action.
6. Subject teachers and Year Level Coordinators are accountable to the Campus Head for the implementation of the above policy.

BREACH OF ATTENDANCE & PUNCTUALITY RULES

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

Early Dismissal

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

Student Absences

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

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

Overseas Travel

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

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

IMPLEMENTATION

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

Newsletter articles will highlight absence issues and explain the consequences.

OTHER INFORMATION IF REQUIRED

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

GUIDELINES AND IMPLEMENTATION ATTENDANCE:

1. The School Year is divided into Two Semesters (Four Terms).
2. All students are required to attend the school regularly from the first day to the last day of each semester.
3. Term 1 & 3 Breaks are discretionary holidays and may be granted by the Academy to Senior Students. However, Years 10 –12 students may be required to attend school to complete required work or set tasks during Term 1 & Term 3 Breaks.
4. If students are required to attend particular days of Terms 1 or 3 Breaks to complete required work or to attend special classes and failed to attend without prior permission they will be deemed absent from classes and will be subject to penalties according to the Academy Policy.

5. Students may disqualify themselves from completing a particular course by failing to observe the Academy policy in relation to attendance.
6. Senior students may take days off the school only on the grounds of illness. The maximum number of days to be taken off per Semester on the ground of ill health is Five School days.
7. Students may be asked to produce medical certificates to account for particular sick days. However, medical certificates as evidence may not be accepted by the Academy in particular cases, and they may need the Campus Head's approval.
8. Medical certificates will not be accepted if absences occurred on days marked as dates for handing in required work for school assessment or for completing a school assessed coursework task, exam days, or test days set by subject teachers as part of the assessment program. In genuine cases, the Campus Head may authorise such certificates.
9. Students who started after the commencement of the school Year for other reasons must provide written explanation to their Level Coordinators. Being away on an overseas trip or visiting the motherland is not an acceptable reason for a student to commence after the starting day except with the approval of the Campus Head.
10. Students intending to travel overseas during the academic year must seek approval from the Academy.

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

INDUCTION PROGRAM:

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

Procedure

1. The School will monitor the daily attendance and absence of students in the School by maintaining a daily electronic register for each class, of students.
2. Student absences from classes or from the School will be identified and recorded in a consistent manner by the staff member responsible.
3. Parents are to inform the School on a daily basis via phone call to notify the school if the child is not attending.
4. Parents must notify the school and state the reason for the absence via Communication Book (Diary), Leave note, personal note or phone call by year level coordinator. Teachers are to keep these entire notes filed in Plastic sleeve in the back of the Roll under each child's name.

5. Unexplained absences from classes or School will be followed up in an appropriate manner with the student and/or their parent or guardian in the following manner:
- The school notes that they are required under NSW Board of Studies Guidelines to keep a Register of Admissions for five years and Student Rolls of Attendance for seven years.
 - Phone call or email or text message to parents if there has been no contact for 2 days
 - Registered letter to be sent by the year coordinator if absence is longer than one week with no explanation.

RE: ABSENCE NOTE:

Assalamu Alaikum Wr. Wb.

Dear Mr. & Mrs. _____

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

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

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

Thank you for your assistance in this matter.

Yours sincerely,

Year ____ Coordinator

Date: _____

Student Name: _____ Year Level: _____

Issued By: _____

Date	Reason For Absence	Signature



AUSTRALIAN INTERNATIONAL ACADEMY

A Muslim School Established in 1983

Sydney, Kellyville Campus

57/69 Samantha Riley Drive
Kellyville NSW 2155

Phone: 8801 3100

Urgent Notice for Unexplained Excessive Absence

Date: _____

Assalamu Alaikum Wr. Wb.

Dear Mr. & Mrs. _____

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

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

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

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

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

Yours sincerely,

Year ____ Coordinator

Written Warning

Date: _____

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

Issued By: _____

Re: Excessive Absence Namely_____

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

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

The reason for the excessive absent is:

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

Parent's Signature _____

Date _____

REPORTING AREA 10 & 11

RETENTION OF YEAR 10 TO 12 STUDENTS POST SCHOOL DESTINATIONS

In 2016 we had 13 students in year 10. In 2018 we had 7 students in Year 12. Two of the students left to go overseas and others who left were for reasons varying from relocating to other suburbs or states, not completing studies and /or choice of subjects.

2016 Year 10 to 2018 Year 12 RETENTION rate: 60%

POST SCHOOL DESTINATIONS

Congratulations to AIA Kellyville's first group of seven HSC Graduates on their excellent results and achievements, and a special congratulations to the School Dux, Adnan Agha who achieved an ATAR of 89.80 and will be studying Medical Science at University of New South Wales. All the results were extremely pleasing and all of our students received first round offers, winning places in some prestigious universities and courses. The following are some of the courses in which our students have been accepted: Medical Science, Arts, Psychology, Commerce, Social Science, Design/Architecture. We congratulate all students for their individual achievements and wish them well in their tertiary and further study.

REPORTING AREA 12

ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

INTRODUCTION

This policy provides the guidelines within which the selection of students to be enrolled in Kinder to year 12 at the Australian International Academy (AIA) may be determined. Very often, there are more students registered for a place at AIA than there are places available, so fair and expedient policies and practices for determining successful enrolments must be

established. Ultimately, the selection of students for entry into AIA rests with AIA and all decisions made as part of the enrolment procedure are the prerogative of AIA and all matters will be determined for the benefit of AIA.

FUNDAMENTAL PRINCIPLES

1. Students who are registered for enrolment are not guaranteed a place, as enrolments at all levels are competitive and depend on an evaluative process.
2. AIA does not discriminate on the basis of religion, ethnicity, race or gender but it will, in some instances, give preference to Muslim students.
3. Though AIA endeavours to keep families together it cannot guarantee places for siblings of enrolled students.
4. Time on the Registration List is a factor in the consideration of the allocation of places, but it is not the prime or most important factor.
5. Students with disability will be considered for enrolment if AIA is confident it can provide adequately for the student's disability needs.
6. As students' peer relationships have an important impact on every student's learning potential, an applicant's character, level of motivation and history of engagement in the learning process are all characteristics to be considered when allocating scarce places.
7. It is assumed that all families wishing to be considered for enrolment have the capacity to pay all fees and charges according to the Academy's Fee Statement.
8. Scholarships and Bursaries apply only to the tuition fee component of the Fee Statement. All other charges and levies must be paid in full.

GUIDELINES

- The Registration fee is not refundable whether or not the student succeeds in being awarded a place (see Registration Policy).
- All enrolments are approved by the Head of the Academy or his delegate following a process that leads to a recommendation.
- Prep/kindergarten places are determined on the same evaluative basis as places at all other year levels and not solely on sibling status or date of registration.
- Students are rarely, if ever, enrolled for year 12, and enrolment for year 11 depends on exceptional academic potential evident from past academic history.
- In years 1 – 10, all students on the Registration Waiting List are considered for any place that comes vacant.
- The evaluative process allows all students on the Registration Waiting List equal opportunity for selection. Decisions made at the end of the process are final and are not subject to appeal.

THE EVALUATION PROCESS

1. Families on the Registration Waiting List are notified by the Registrar when a place becomes available in any year Kindergarten – 10 class, and the time the evaluation process is commencing for Kindergarten and Year 7 enrolments.
2. The evaluation process consists essentially of three components, an evaluation of past performance based on Reports, the results of Entrance Tests completed at the school, and an interview with the student and both parents.
3. Copies of the student's two previous Semester reports and the student's previous NAPLAN test results must be submitted when the student comes to the school to

complete the tests. At least 90 minutes should be allowed for the testing, which essentially tests literacy and numeracy.

4. Both parents must attend the interview with the student unless there is a compelling reason why only one can attend. If at all possible, pre-school children should not be brought to the interview.
5. No student will be given preference or any indication of preference at the interview. Until an enrolment has been approved by the Academy Head, no applicant has preference.
6. An enrolment is accepted by payment of the bond, a term's fees and all the compulsory charges. If this acceptance is not completed within the time nominated by the Registrar, the offer will lapse and the place will be offered to another student.
7. Students seeking re-enrolment after having withdrawn from the Academy must go through the same process as new enrolments, including re-registration. An interview with the Academy or Campus Head will also be required. Students who have been withdrawn after a history of non-compliance with any Academy policies will not be considered for re-enrolment.

OFFER OF PLACES

- The Registrar is the only person that can communicate an offer of a place to a student.
 - Once an offer is accepted and payments made, the fees paid will not be refunded if the applicant family changes its mind and wishes to cancel the enrolment. Charges and levies may be refunded.
 - Applicants not offered a place may choose to have the registration retained on the Registration Waiting List for future offers, or they may request the name to be permanently deleted.
- If an applicant refuses an offer of enrolment for a second time, the name will be permanently removed from the Registration Waiting List.

PREREQUISITES FOR CONTINUING ENROLMENT

- Students in years Kindergarten to year 9 are generally promoted automatically provided attendance requirements, academic performance requirements and adherence to school policies are generally met.
- Continuing enrolment of students into the Senior School is more dependent on academic performance. Progression from year 9 to 10, and 10 to 11, and 11 to 12 should not be considered automatic. Enrolment is reviewed on a yearly basis and may be reviewed at any time if the behaviour or academic progress of a student is deemed unsatisfactory.
- Entrance to year levels 10, 11 and 12 are dependent on academic performance in coursework and examinations, and the successful completion of a number of IB/MYP requirements which include extra-curricular activities, Community & Service requirements, Personal Projects and work experience. Students must also demonstrate an acceptable level of engagement with their work and are usually working towards tertiary study. Points are awarded for successful completion of requirements each Semester and students must satisfy minimum requirements to be considered for entry into the IB Diploma or the HSC Programs. Students who are not engaged and do not

satisfy the requirements for promotion because of lack of commitment to their work or the school, poor work habits, misbehaviour, absenteeism or an inability or unwillingness to change will not be promoted.

- Students who have not met the minimum requirements may be counselled towards seeking a course of study in TAFE courses more appropriate to their career aspirations. The school is an educational institution and cannot accept the responsibility for caring for students religious or social needs to the exclusion of their educational needs.

TERMINATION OF ENROLMENT FOR POOR ACADEMIC PERFORMANCE

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

OF ENROLMENT

- If the Academy Director, or any person deputing for the Academy Director considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the school or its students or staff, the director or deputy may exclude the student permanently or temporarily at their absolute discretion.
- If the Academy Director, school council or the principal believes that a mutually beneficial relationship of trust and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the school, Academy Director the school council or the principal may require the parent to remove the child from the school.
- The school will only exercise its powers under this clause to exclude a pupil permanently if it has provided the pupil and the parents or guardians of the pupil with details of the conduct which may result in a decision to exclude the pupil and provided them with a reasonable opportunity to respond.
- No remission of fees will apply in relation to any of the above cases.

EXCLUSION POLICY

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

REPORTING AREA 13

SCHOOL POLICIES

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

STUDENT WELFARE

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

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

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

Support Services

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

We also have a Welfare and Student Management Team (WSMT) led by the school Counsellor and Student Management Leader and which includes the Principal, Deputy Principal, the level coordinators/ form teachers and the Head of Teaching and Learning.

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

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

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

ANTI BULLYING

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

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

(I) Teachers:

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

(II) Students:

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

(III) Parents:

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

A whole-school approach to intervention

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

COMPLAINTS AND GRIEVANCES

The Academy has a Complaints and Appeals policy that sets out the procedures that ought to be followed if a student or parent feels they have a complaint or grievance which needs to be addressed. Every attempt will be made to resolve the issues surrounding the complaint/grievance within the school, but if that proves to be unsuccessful, the Grievance Procedures itself allows all parties involved in any incident or issue to put their points of view to an agreed upon independent and uninvolved arbiters in a fair and objective forum at minimal or no cost. Recognizing that it is sometimes not possible to resolve an issue to everyone's satisfaction, the Grievance Policy and Procedures attempts to reach a fair settlement.

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

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

REPORTING AREA 14

SCHOOL DETERMINED IMPROVEMENT TARGETS

2018 has been another year of consolidating and embedding the structures that were introduced in 2013 to support the Kellyville Campus in its journey of progress, development and improvement.

The school's priorities and improvement targets are part of a long term plan as well as being "work in progress". In all the areas of "school improvement" mentioned below, the foundations have been laid in many of the areas and the journey of transformation which commenced in 2013 continued on throughout 2018. The modest achievements made in 2018 are another great incentive for the AIA community to continue to face the challenges and see them as opportunities for further gains. Our School Improvement Plan is based on the Hill and Crevola nine elements.

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

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



Paul Evan APOSTOLOU

Deputy Principal

***“Education is the most powerful weapon you can use
to change the World.”***

**- Former South African President and Nobel Peace
Prize Laureate, Nelson MANDELA (1918-2013)**

In 2018, the Year 7 to 12 students continued to grow and develop in all aspects of their academic, social wellbeing, personal and spiritual lives. They further Mandela’s mantra to use their knowledge, skills and understandings through their education to make a difference within the school community, locally, and globally.

1. First cohort of Year 12 Students.

2018 is the first year for our Year 12 students to undertake their final studies of the NSW Higher School Certificate (HSC). Students, and teachers alike, have worked extremely hard over the year in order to successfully achieve the internal and external requirements for the HSC. This diligence, effort, and perseverance culminated with the students sitting their

final HSC examinations in October. To celebrate this milestone, the School held the final Graduation Assembly and Ceremony with all the 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.

2. Service As Action Programme

Once again our students this year have gone above and beyond to act and service as part of their local and wider communities. Our Year 7-12 SRC representatives participated in a number of school and external events. They have excelled in their efforts for the Together for Humanity School Summit and the School Community Ramadan Iftars. Food drives, cupcake stalls, morning teas, reading programmes for primary students, fundraising and donations, are just several of the many events the High School Students and Staff have undertaken this year to serve our local and wider communities. These actions have been recognised not only in the School Newsletters, but also the local shire council publications, organisation's websites, and national Facebook Pages. Commendations must go to everyone involved in the Service As Action Programme!

3. E-Learning

With the introduction of the COMPASS LMS for attendance, communication, and reports, E-Learning still remains a pivotal part of teaching-learning in the High School. Teachers and students are learning to balance the demands of the digital age with the more traditional practices: such as note-taking, writing, and reading, and so forth. Digital technologies such as: online programmes, apps, IPADs, softwares are Our BYOD laptop programme and the use of the Jacaranda Digital Bundle E-texts is complemented with the use and support of the Education Perfect Suite. Students have produced outstanding results in the Education Perfect International Learning Competitions: Mathematics, Sciences, Languages, and Social Sciences. Students have received notable achievement awards and certificates. We look forward to further developing our E-Learning and integration of ICT in the classroom next year and beyond.

4. STEAM (Science Technology Engineering Arts Mathematics) Learning

Commendations must go to all our STEAM teachers and students. Students have produced some amazing experiments, investigations, and research as part of their formative and summative learning in the STEAM classes. Students continue to be involved in numerous STEAM activities such as the National Science VALID tests, Sydney Water, Enrichment

classes, and Science Week to enrich and enhance teaching and learning at the School. Students have used their creativity, knowledge and skills across all these disciplinary areas to develop and create amazing pieces of work of imagination and discovery.

5. Year 10 MYP Personal Projects

Again this year, Year 10 students work for the duration of this year on a culminating, independent project. Each and every student's project demonstrates the culminating philosophy, knowledge, skills, and understanding of the MYP Programme. Well done to all students for their efforts, diligence, and persistence to produce very impressive Personal Project pieces. Please make sure you visit the Arts, Sciences, Design technology, Languages and Personal Project Exhibition at the end of the year which showcases the unbelievable achievements of our High School students

6. IB Diploma (Yr 11-12) Candidate School

As part of our School Improvement Plan, teachers have begun our journey to offer the IB Diploma for our future Year 11 and 12 students. The candidacy and authorisation process is extremely comprehensive and intensive in order to ensure our School vision and mission is aligned with the International Baccalaureate. Earlier this year, our staff worked with our IB Consultant to examine and provide feedback on our collaboration, communication, resources, and teaching-learning practices. We will continue to work toward authorisation in the new year and focus on developing in each student: the IB Learner Profile attributes; Approaches to Learning Skills; Concepts, knowledge, skills, and processes to become lifelong learners and global citizens.

The aforementioned aspects and achievements in the High School at AIA Kellyville this year are only the tip of the ice-berg. There is still more that has not been mentioned. All the School Community work towards students to become "well-prepared, self-motivated graduates who advance Australia with Muslim Values. Let us all embrace and make Mandela's vision of changing the world through Education a reality!

REPORTING AREA 15

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

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

The following are some of the activities/initiatives undertaken throughout 2018 promoting respect and responsibility:

- Through Community and Service involvement students work with the community and raise funds for the Children's Hospital and numerous charity organisation;
- Our yearly Assylum Seekers/Homeless Food Drive continued to be a very successful project with a huge collection of a variety of food donated to the most needy.
- The Academy's Islamic values of respect for human dignity, service to others and responsibility are promoted explicitly in Fridays' religious sermons and in our daily prayers;
- Leadership Training courses and activities for students;
- National Anthem is sung at our weekly assemblies;
- Middle School students organising a Neighbours Morning Tea.
- SRC organising the annual Iftars during Ramadan.
- Students participated in numerous environmental projects promoting respect and care for our environment;
- Weekly School Assemblies with many opportunities to raise awareness of issues related to respect and responsibility in the school, local and international community;
- Students' involvement in ANZAC Day Assembly and ANZAC Dawn Service
- Our annual Year 9 excursion to Canberra
- Pastoral Care and sporting camps for Year 5, 7 and Year 9
- Year 12 leadership Camp
- Interschool, interfaith and sports programmes;
- Promoting the IB Learner Profile and IB Attitudes which emphasise respect and responsibility;

- Activities with school Liaison Police Officer and Youth Liaison Officer to promote safe behaviour and respect
- SRC in the Junior, Middle and Senior School play a vital role in promoting harmony and student involvement in service and school activities which foster care, compassion and responsible behaviour;
- Involvement in Peer Support Programmes as a whole school;
- Self Esteem, mental health, social skills etc workshops organised each term for each year level and run by the School Counsellor and or guest speakers.
- Hosting Healthy Minds Forum organised by the Hills Shire Council

REPORTING AREA 16

PARENT, STUDENT AND TEACHER SATISFACTION

The school commenced in 2013 with 25 students only from Kindergarten to Year 6. This number climbed up to 416 in 2018. Most new enrolments are families who have been given excellent feedback about our school by existing families. Hence satisfaction levels with the Academy is very high.

Throughout the year, formal and informal meetings are conducted where parents were kept abreast of developments, programmes and activities within the Academy. Many avenues are provided for parents and students to express any concerns or views. We are extremely proud of our 'open door policy', with parent, student and staff feedback welcomed and encouraged, at all levels. The Academy also has a number of formal organisations and committees within the school that provide an opportunity for parent, teacher and student feedback and involvement in the Academy. These include the Mothers Volunteer Group, the Student Representative Councils, the Leadership teams within the Academy, the Coordinators, Form Teachers, and the many Support Groups within the Academy structure.

STAFF SATISFACTION

Our annual Staff Reflection survey indicated a very high satisfaction amongst staff.

PARENT SATISFACTION

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

STUDENT SATISFACTION

Participation levels in the full range of student activities were exceptional at the Academy during the course of 2018. Students were fully engaged in their academic programs, participated fully in numerous co-curricular activities and continued the strong focus on Community and Service activities. All students are provided with numerous opportunities to reflect on their learning and experiences at school, and the feedback from students have always been very positive and encouraging showing satisfaction and pride in their school.

REPORTING AREA 17

SUMMARY FINANCIAL INFORMATION

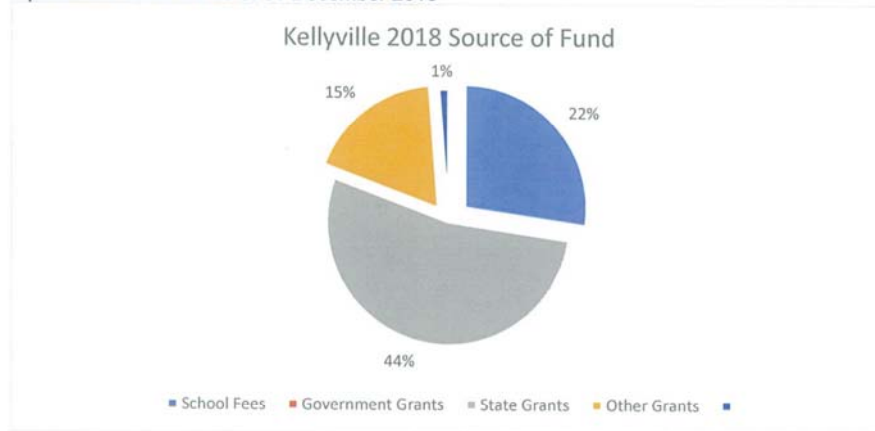
Mrs Fayzah SALEH, Senior Financial Manager

2018 Kellyville Senior Financial Manager's Annual Report

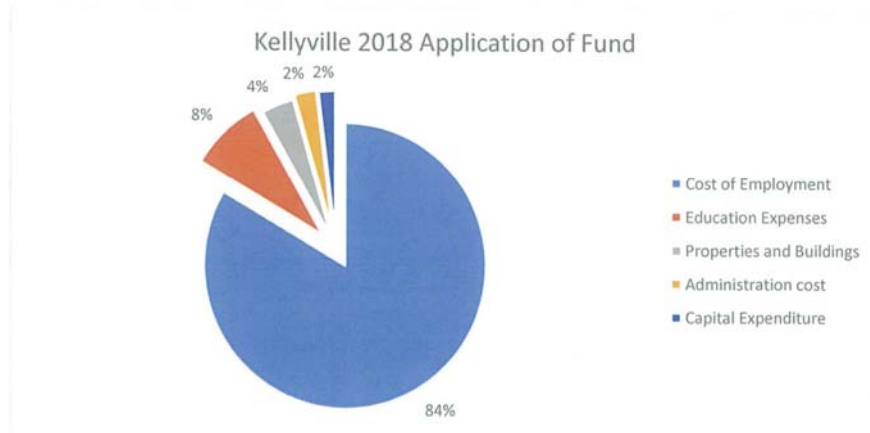
2018 in particular has been a year of many changes for AIA. It brought many challenges, opportunities for learning and growth, thoughtful and ultimate success. The annual report shows how AIA is progressing and developing as a school and outlines what has achieved.

The Graph below shows the financial summary as of 31 December 2018

Operational Revenue as of 31 December 2018



Operational Expenditure as of 31 December 2018



Capital Expenditure of 2% made of

\$24K Computers and IT Equipment,
\$52K Furniture & equipment
\$9K Building improvements

Currently AIA operates schools in Victoria, and Sydney. Each AIA school operates independently and is responsible for the school's financial budget and performance. Each school has independent income, expenditure, budgets and targets. The income that each school receives from tuition fees, private income and government grants is used entirely to operate and develop that school. The School Board, head of campus and Business Manager control the financial accounts at each school which are audited by external auditors in accordance with the Australian Accounting Standards.

As a part of the school's management control, the school contributes to cover its own costs of services. AIA Head Office with school's administration are ensuring the cost-effective for collective service agreements such as educational services, insurance, cleaning, healthcare, auditing, and other essential services. Also review policies and arrange professional development

The following is 2018 Audited Financial statement for Kellyville School

Australian International Academy of Education Inc. - Kellyville Campus

ABN: 69 383 721 991

Detailed Income Statement

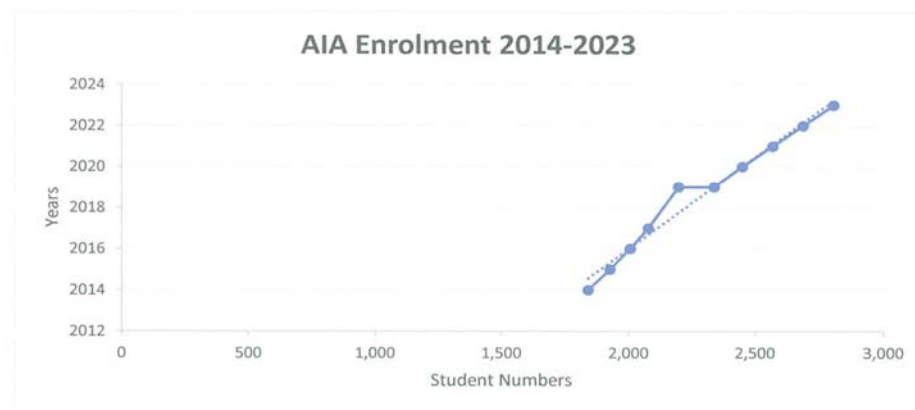
For the year ended 31 December 2018

	2018 \$	2017 \$
Income		
Tuition Fees	1,542,000	1,302,296
Commonwealth grants	3,146,167	4,004,736
State grants	1,136,478	948,945
Endowed fees & scholarships	1,870	1,540
Enrolment Fees	13,530	16,390
Fundraising	16,675	5,849
Other receipts from students	187,060	242,376
Other Income	13,684	38,008
Total Income	6,057,464	6,560,140
Expenses		
Salaries and Wages - Principal, General Teaching Staff	3,149,705	2,678,205
Salaries and Wages - All other staff	856,342	817,326
Other Staff Related Expenses	4,846	6,739
Superannuation	391,376	315,682
Long service leave and Annual Leave	109,130	76,964
Operating Expenses	719,070	548,500
Buildings and grounds - operations, building and equipment - maintenance	89,729	117,825
Depreciation	529,482	365,503
Bad Debts	-	9,080
Total Expenses	5,849,680	4,935,824
Operating Surplus	207,784	1,624,316
Total Surplus for the year	207,784	1,624,316

Australian International Academy of Education Inc. - Kellyville Campus
ABN: 69 383 721 991

Statement of Financial Position
As at 31 December 2018

	2018 \$	2017 \$	1 Jan 2017 Restated Balance \$
Assets			
Current assets			
Cash and cash equivalents	458,246	310,812	139,950
Trade and other receivables	48,450	132,289	92,895
Other assets	38,631	48,539	-
Total current assets	545,327	491,640	232,845
Non-current assets			
Property, plant and equipment	16,776,093	17,220,046	13,634,635
Total non-current assets	16,776,093	17,220,046	13,634,635
Total assets	17,321,420	17,711,686	13,867,480
Liabilities			
Current liabilities			
Trade and other payables	12,292,728	12,999,908	10,856,982
Employee benefits	419,542	278,476	226,378
Total current liabilities	12,712,270	13,278,384	11,083,360
Non-current liabilities			
Employee benefits	86,690	118,626	93,760
Total non-current liabilities	86,690	118,626	93,760
Total liabilities	12,798,960	13,397,010	11,177,120
Net assets	4,522,460	4,314,676	2,690,360
Equity			
General Funds	4,522,460	4,314,676	2,690,360
Total equity	4,522,460	4,314,676	2,690,360



AIA ENROLMENT

2014-2023

<u>Primary</u>	<u>Secondary</u>	<u>Total Students Numbers</u>	<u>Years</u>
1,125	718	1,843	2014
1,179	750	1,929	2015
1,258	751	2,009	2016
1,255	828	2,080	2017
1,441	790	2,200	2018
1,460	850	2,341	2019
1,510	860	2,453	2020
1,570	920	2,573	2021
1,630	980	2,693	2022
1,690	1,040	2,813	2023

