



AUSTRALIAN INTERNATIONAL ACADEMY

Annual Report Kellyville Campus



Advancement

Determination

Faith

SC005515

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REPORTING AREA 1

MESSAGE FROM KEY SCHOOL BODIES

Message from the Chairman of the Board

Dr Justin BROWN



The year 2015 has seen developments in all AIA campuses, especially the further expansion of the new Kellyville Campus in Sydney and increasing enrolments in all campuses.

This year the Board farewelled Mr Abdul Karim Galea noting his many years of service to the school and as a Board member, as well as his many contributions to the school, which was celebrated in a befitting manner at a school function held at the Merlynston Campus.

The role of the Board is to oversee the management and administration of the AIA Campuses in accordance with Commonwealth and State Government guidelines and to develop a broad Islamic and general education to nurture students to become good Australian citizens with Islamic spiritual values. The role of the Board members is first and foremost to act in the interests of the school as a whole, not to represent and promote the interests of particular groups. Board members are expected to maintain confidentiality in respect to Board matters and discussions. Much has been achieved this year and inshallh the Board will continue to operate in this way for the coming years for the benefit of the Academy as a whole.

On behalf of the Board, I wish to congratulate the AIA school community for its achievements throughout 2015

Message from the Academy Director General

Mr Salah SALMAN AM



The School Year 2015 has been another good year for the Academy, despite of all the negative external factors that affected Muslim communities in Australia and overseas. Our students in AIA Campuses have been guided and nurtured to become proud Australian Muslims, who will contribute effectively to the building of their country Australia. Our graduates are well prepared and self motivated to advance Australia in the twenty first century.

Crimes and radical actions do not belong to a particular race or religion. In her visit to the Academy in October 2015, Ilyshah Shabazz, the daughter of the Late Malcolm X , stated the fact that such crimes and radical actions could be carried out by Muslims, Christians, agnostics, and Jews, by people from different genders and different ethnic backgrounds.

We should not forget that Australia is unique among all other countries in its multicultural policies, tolerance and fair go approach. Such policies resonate in all aspects of the Australian way of life. Over the years and since its inception, the Academy and all its campuses have been receiving and enjoying the full support and assistance from Government and non- Government sectors.

The emergence of radical and extremist groups in Iraq and Syria in the vacuum created after the withdrawal of the foreign forces from Iraq, and the violent actions and the atrocities committed by those groups have reflected badly on Muslims in different countries. An atmosphere of anti Muslim sentiments developed in Australia and other Western Countries. However, blaming Muslims for actions or crimes committed by those radical groups is wrong and unjustifiable. Unfortunately, Islamophobia or the misinterpretation of Islam and the threats of radicalization have become the symptom of this decade. However, such negative opinions and sentiments must not weaken our resolve and affect our belief in our values and strength. Alhamdulillah, despite of all these negative challenges, the Academy and all its Campuses in Melbourne, Sydney and in UAE have been progressing very well in all areas.

The National Testing results NAPLAN, especially in the last three years, have confirmed the Academy's steady progress in many areas. In Melbourne, the results varied among different Campuses, whereas at Caroline Springs Campus, 100% of students scored above the National Minimum Standards in all areas in Years 3 & 7, and 70% above the N.M.S. At Melbourne Senior Campus students all D Classes scored 100% above the National Minimum Standard in all areas. At Sydney Kellyville Campus, students in Years 3, 5, 7 & 9, in higher Bands, performed well above the State average in most areas. At Strathfield Campus, the Growth Rate over the five-year period is above the State average in most areas.

Buildings & Physical Development: The preparation for the Stage 3 of the Building Program at Kellyville Campus is underway. The new project will cost around 4.5 Million dollars and the Commonwealth Government will contribute \$844,000 towards the project.

Message from the Principal Mrs Mona ABDEL-FATTAH



This Annual Report is an opportunity for our school to demonstrate its commitment to providing best quality education for its students, and the best opportunities for professional development and growth for its staff.

2015 marked another milestone in the short history of our Kellyville Campus which is in its fourth year of operation. Parents' support, recognition and positive feedback has been overwhelming and serves to strengthen our resolve to continue to do our best. Another successful 12 months have passed for AIA, Kellyville. Over this time, we have many outstanding learning: curricular and co-curricular achievements. We continue our commitment to providing numerous educational programmes and initiatives designed to meet the needs of our students and expand their horizons.

The Programmes offered not only focused on the development of academic skills, but also on enhancing students' well-being, and promoting positive social behavior. Several of these programmes are: the Staff and Student Wellbeing, SRC, After School Sports, Peer Support, extra-curricular activities and our Community and Service programme (which is part of the IB Middle Years Programme) These all have been invaluable experiences and forums for our students to develop personal and social skills, partake in social justice initiatives, raise awareness and play an active role in helping themselves as well as those who are less fortunate. The students have embraced the programmes with great enthusiasm, creativity and commitment.

We have made significant accomplishments with the development and implementation of an eclectic teaching-learning programme. The School firmly aligns and implements the outcomes and teaching-learning of the NSW BOSTES and Australian Curriculums. Furthermore, the School is a candidate school for both the International Baccalaureate Primary Years Programme (IB PYP) and the International Baccalaureate Middle Years Programme (IB MYP). Meeting the requirements of both these highly reputable educational

programmes and having access to their resources, support and innovations is a great strength of our school curriculum.

It is only possible to present in the Annual Report a few areas of our successes. Below is a summary of several of these key achievements:

- Kellyville Campus completed its first year of its candidacy for PYP and MYP as well as commenced its Year 10 class.
- Growth in enrolments despite very difficult economic conditions in many sectors.
- The strengthening of our extensive pastoral and co-curricular programs.
- A massive increase with technology and detailed planning for the introduction of e-Learning from Year 4 to 9.
- Wonderful successes on the Sporting front and in the Creative and Performing Arts fields.
- A very impressive and marvellous End of Year Concert in which students and teachers displayed their creativity and skills.

Message from the Student Representative Council Ms Jasmine THAM



The Australian International Academy (AIA) Kellyville Campus Student Representative Council provides an avenue for students to make suggestions & to reach decisions that promote the interest and welfare of the whole school community. The SRC provides experiences in decision making & the exercise of leadership not only to its members but also to all students.

The SRC is comprised of two representatives from each class (Year 2 to 9) and includes the College Captain and the Captaincy team. Class representatives keep their class informed of SRC business. A staff member is appointed to assist the smooth functioning of the SRC & to attend the meetings in an advisory capacity.

The SRC organizes various projects throughout the year which include the production of an annual college magazine, fundraising for different charities, leadership workshops, interschool sports etc.

2015 marked our third year of operation and our first group of Year 9 high school students. The year commenced with a day's leadership training for SRC which engaged students in various activities to prepare them for their role.

Throughout the year the SRC took responsibility for organising and leading our weekly

assemblies which promoted and celebrated local, national and international events and celebrations, as well as provided opportunities for students to present class items and presentations.

Fundraising for different charities has been extremely successful throughout the year with students raising funds for organisations and events such as the children's Hospital, Cancer Council for Cancer Research, Asylum Seekers Food Drive, Neighbours Morning Tea, MS Read-athon, fundraising for research to find the cause of sudden infant death syndrome, Jump Rope for Heart and many more.

Working together as a team, planning activities, taking initiatives and coming up with ideas, our school could and should be a place of which we are all proud and where we could all realise our vision of:

.....having graduates who are well prepared and self-motivated to advance Australia and to participate effectively as world citizens with Muslim values....to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect”

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. In 2015, school year with almost 120 students from K-8. In 2015, the number has increased to approximately 230 students from Kindergarten to Year 9. The school is currently in Stage 2 of a 6-stage 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

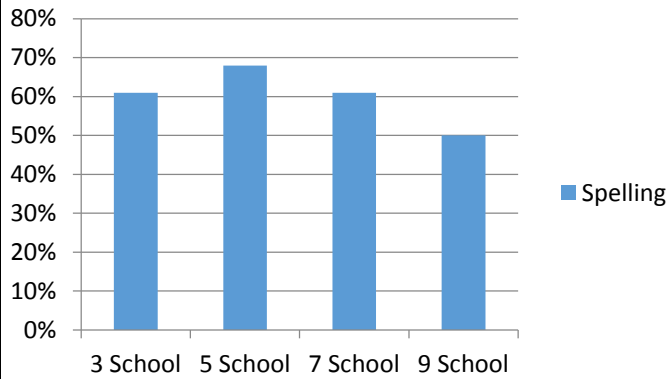
Please note the small number of students in each of the year levels.

NAPLAN for AIA KELLYVILLE 2015

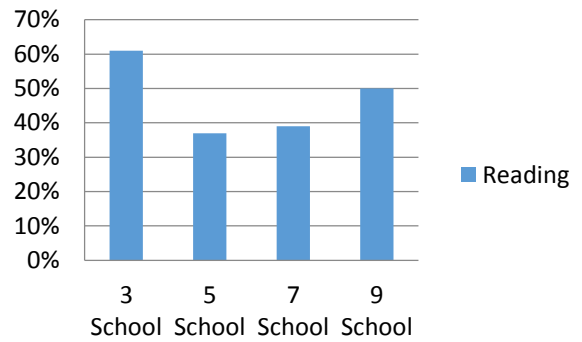
AIA Kellyville 2015 -Standards table at proficiency

Years	3 School	5 School	7 School	9 School		
Reading	61%	37%	39%	50%		
Writing	61%	47%	39%	33%		
Spelling	61%	68%	61%	50%		
Grammar & Punctuation	48%	74%	33%	17%		
Numeracy	61%	47%	28%	50%		

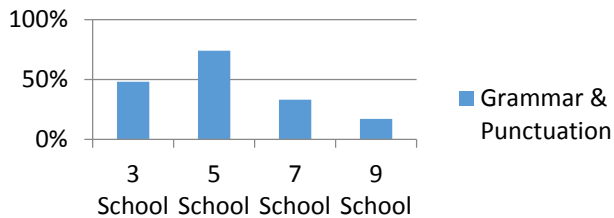
AIA 2015 - Spelling



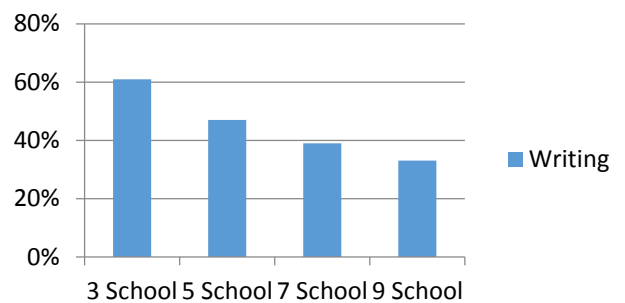
AIA 2015 - Reading



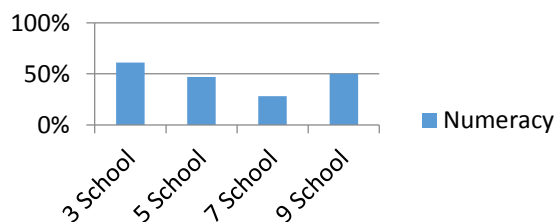
AIA 2015 - Grammar & Punctuation



AIA 2015 - Writing

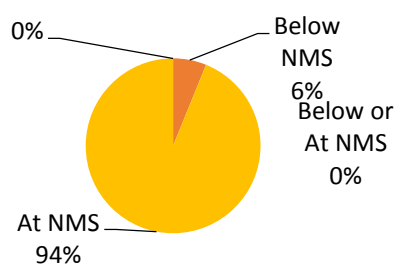


AIA 2015 - Numeracy

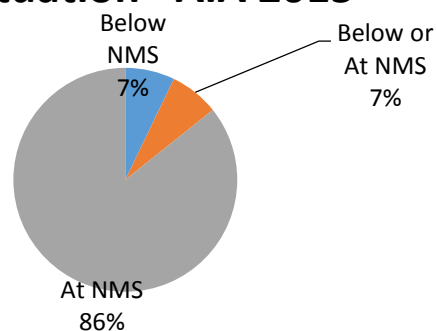


AIA Kellyville 2015 -Year 3 Comparison				
Years	Below NMS	Below or At NMS	At NMS	
Reading	4%	0%	61%	
Writing	4%	4%	61%	
Spelling	4%	4%	61%	
Grammar & Punctuation	4%	4%	48%	
Numeracy	4%	0%	61%	

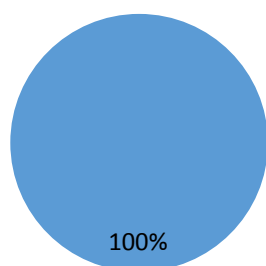
Year 3 - Reading - AIA 2015



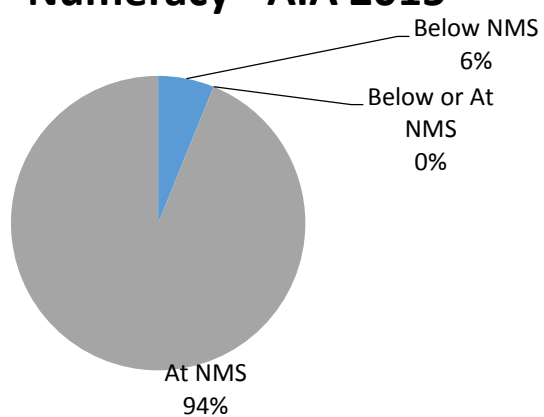
Year 3 - Grammar & Punctuation - AIA 2015



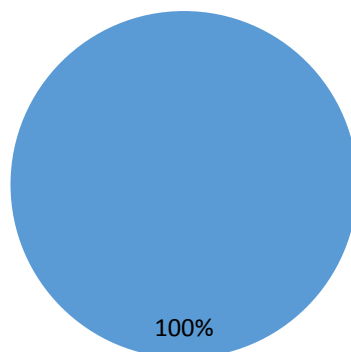
Year 3-Writing- AIA 2015



Year 3 - Numeracy - AIA 2015



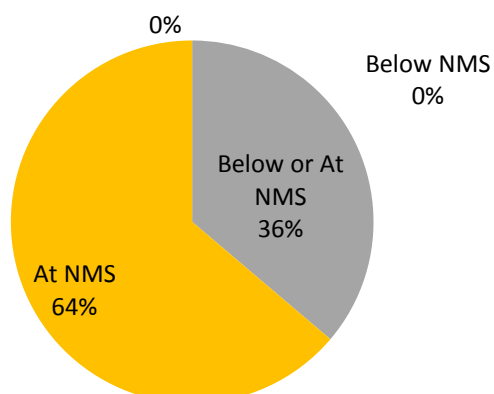
Year 3- Spelling- AIA 2015



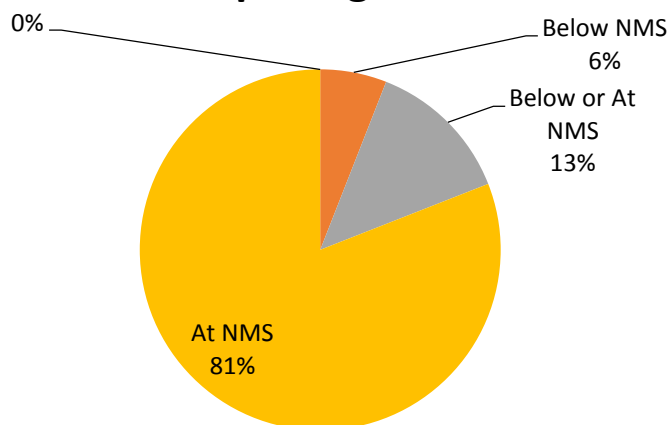
2015 Year 5 Comparison

Years	Below NMS	Below or At NMS	At NMS	
Reading	0%	21%	37%	
Writing	0%	11%	47%	
Spelling	5%	11%	68%	
Grammar & Punctuation	5%	5%	74%	
Numeracy	0%	5%	47%	

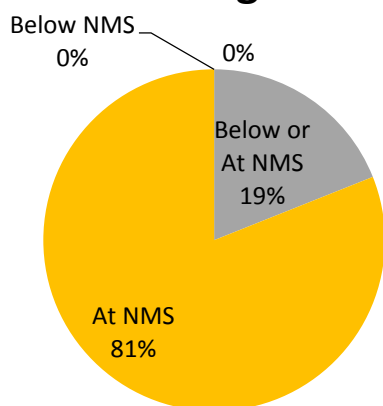
Year 5 - Reading - AIA 2015



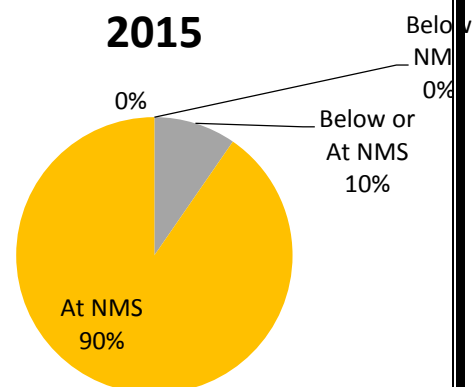
Year 5 - Spelling - AIA 2015



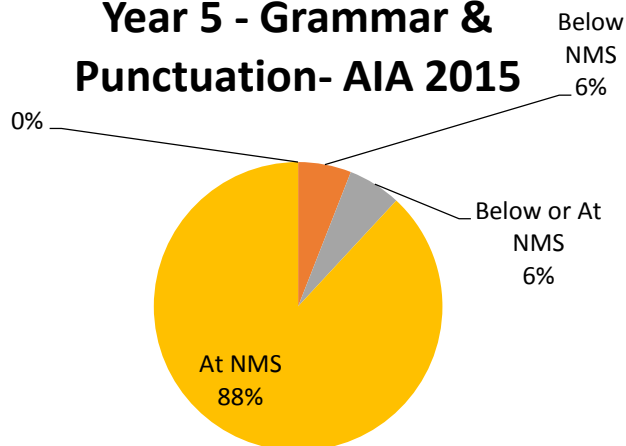
Year 5 - Writing - AIA 2015



Year 5 - Numeracy - AIA 2015



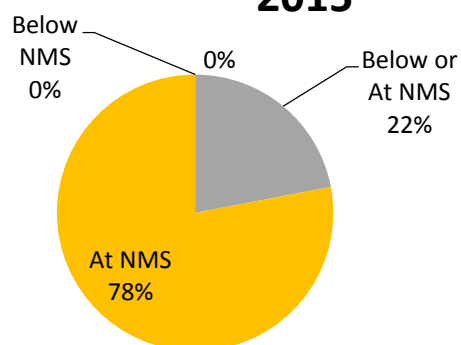
Year 5 - Grammar & Punctuation- AIA 2015



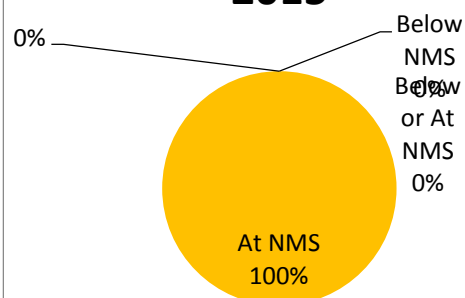
AIA Kellyville 2015 -Year 7 comparison

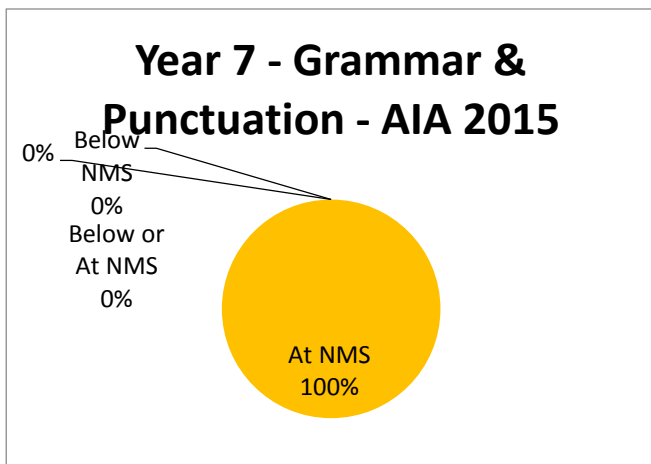
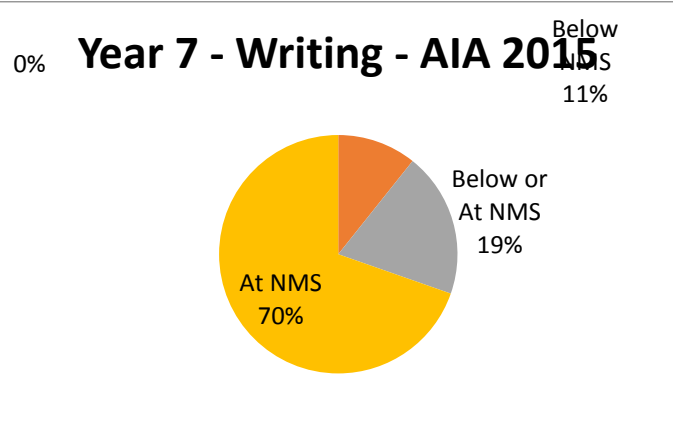
Years	Below NMS	Below or At NMS	At NMS
Reading	0%	11%	39%
Writing	6%	11%	39%
Spelling	0%	0%	61%
Grammar & Punctuation	0%	0%	33%
Numeracy	0%	6%	28%

Year 7 - Reading - AIA 2015

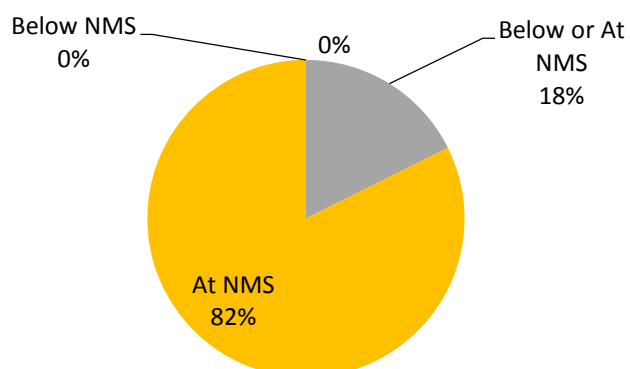


Year 7 - Spelling - AIA 2015





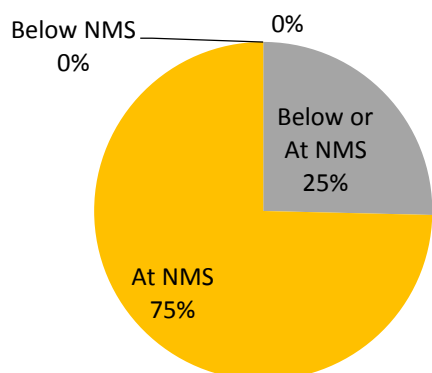
Year 7 - Numeracy - AIA 2015



AIA Kellyville 2015 - Year 9 comparison

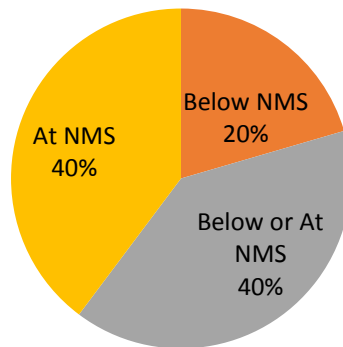
Years	Below NMS	Below or At NMS	At NMS
Reading	0%	17%	50%
Writing	17%	33%	33%
Spelling	0%	0%	50%
Grammar & Punctuation	17%	17%	17%
Numeracy	0%	0%	50%

Year 9 - Reading - AIA 2015



Year 9 - Writing - AIA 2015

0%

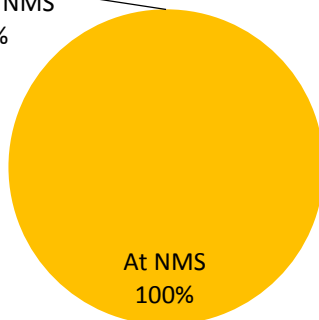


Year 9 - Spelling - AIA 2015

0%

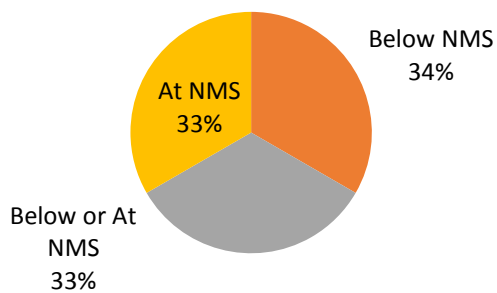
Below NMS
0%

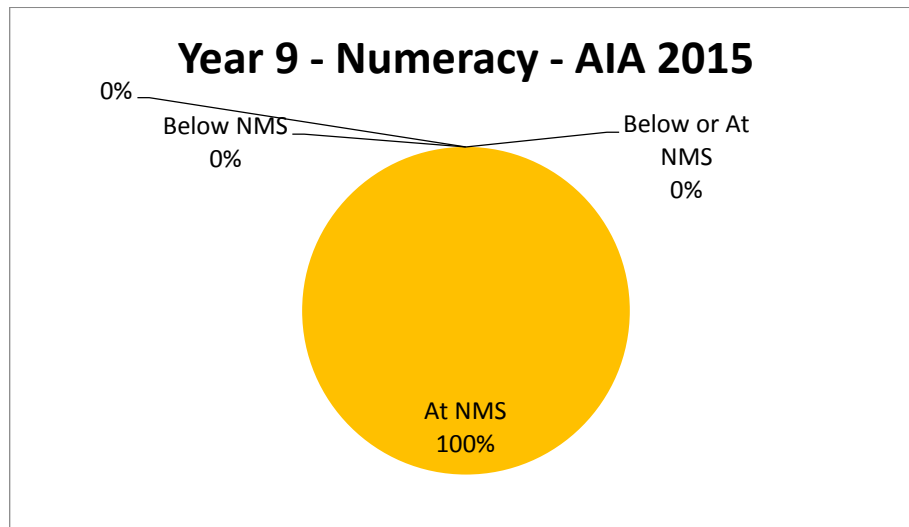
Below or
At NMS
0%



Year 9 - Grammar & Punctuation - AIA 2015

0%





REPORTING AREA 4 & 5

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

The school had no students in Year 10 to 12 in 2015

REPORTING AREA 6

PROFESSIONAL LEARNING AND TEACHER STANDARDS

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:

- Participation in Schools Leading Learning Project through the AIS of which one of its determined improvement targets for 2015 has been teacher quality which involved staff in professional learning and development in various areas of curriculum, management and leadership.
 - 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 2015 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, Literacy Pro Reading Programme, 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, Information & Communication Technologies, Literacy Circles, Art/ Technologies/Sport, Mark Book Reporting, 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.

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 2015 for Kindergarten to Year 9 were: 20

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	20
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 2015

ATTENDANCE: 96%

RETENTION: 95.50%

REPORTING AREA 8

SENIOR SECONDARY OUTCOMES

NO STUDENTS IN SENIOR SECONDARY SCHOOL YET

REPORTING AREA 9

STUDENT ATTENDANCE AND MANAGEMENT OF NON ATTENDANCE

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

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.

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 NOTES

Date: _____

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

NOT APPLICABLE AS NO STUDENTS IN SENIOR SCHOOL YET

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 a 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. No consideration will be given to fee discounts.
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 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.

TERMINATION 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) which includes the Principal, the level coordinators, the Head of Teaching and Learning, the Deputy Principal and the Student Counsellor.

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

2015 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 2015. The modest achievements made in 2015 are another great incentive for the AIA community to continue to face the challenges and see them as opportunities for further gains.

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 BOSTES and IB Programmes (PYP and MYP). 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.
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	Ensure that teaching & learning is supported by ICT; teaching & learning

Classroom Organisation	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 Middle Years Programme (IB MYP) and the IB 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 NSWIT Accreditation
Facilities	Continue improving our facilities

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 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 serves 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 initiatives undertaken throughout 2015 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.
- 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
- Pastoral Care camp for Year 7 and a Sporting Camp for Year 9
- Interschool, interfaith and sports programmes;
- Promoting the IB Learner Profile and IB Attitudes which emphasise respect and responsibility;
- Activities with school Liaison Police Officer and Youth Liaison Officer to promote safe behaviour and respect
- SRC in the Junior, Middle and Senior School play a vital role in promoting harmony and student involvement in service and school activities which foster care, compassion and responsible behaviour;
- Involvement in Peer Support Programmes as a whole school;
- Self Esteem, mental health, social skills etc workshops organised each term for each year level and run by the School Counsellor and or guest speakers.

REPORTING AREA 16

PARENT, STUDENT AND TEACHER SATISFACTION

The school commenced in 2013 with 25 students only from Kindergarten to Year 6. This number climbed up to 247 in 2015. 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.

STUDENT SATISFACTION

Participation levels in the full range of student activities were exceptional at the Academy during the course of 2015. 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



Senior Financial Manager 2015 Report

Kellyville

I would like to start this report by thanking AIA Kellyville staff for their commitment to their role and their approach to parents, students and the wider community.

Once again, the Board is satisfied that the AIA financial performance remains in good shape, thus providing it with the confidence to target and achieve optimum results.

In 2015 School Year, the team at AIA has focused on delivering value for the community, through both hands-on policies and portfolio management.

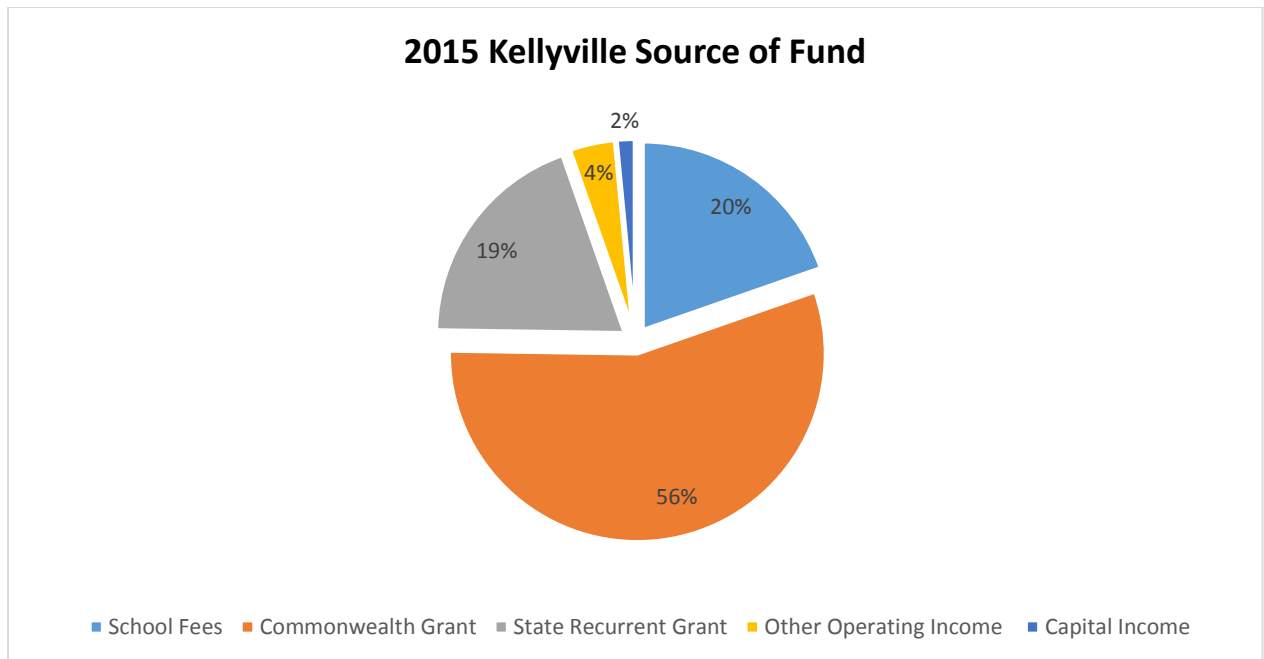
Even though in its infancy, Australian International Academy Kellyville continues to exceed all expectation.

It was a challenging year for the Academy however with the support of all staff, parents and volunteers we find overcoming any issue to be easy.

As head of the Finance Department, I am pleased to report a strong set of results. Consistently, our aim is to provide financial viability and sustainability to serve and provide our students with the best staff and learning tools. AIA achieves this by following practical guidelines, key performance indicators, and having the Academy's finance reviewed by external entities.

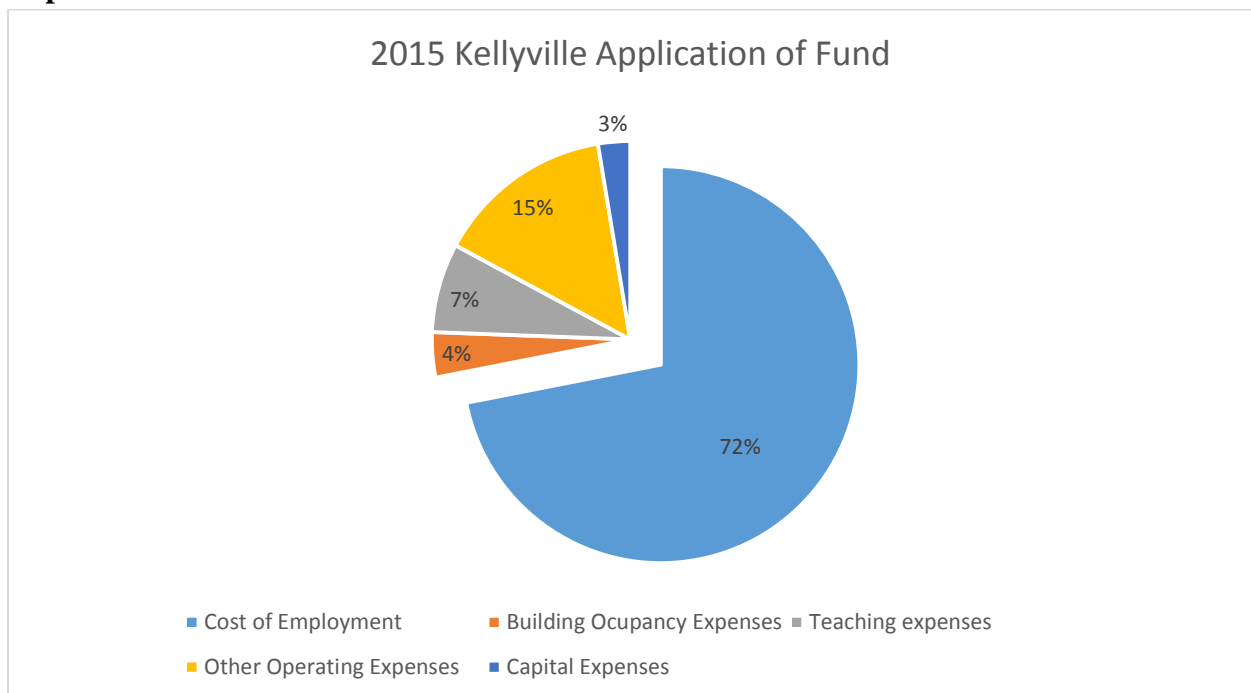
The graph below displays income for the year ended 31 December 2015

Income

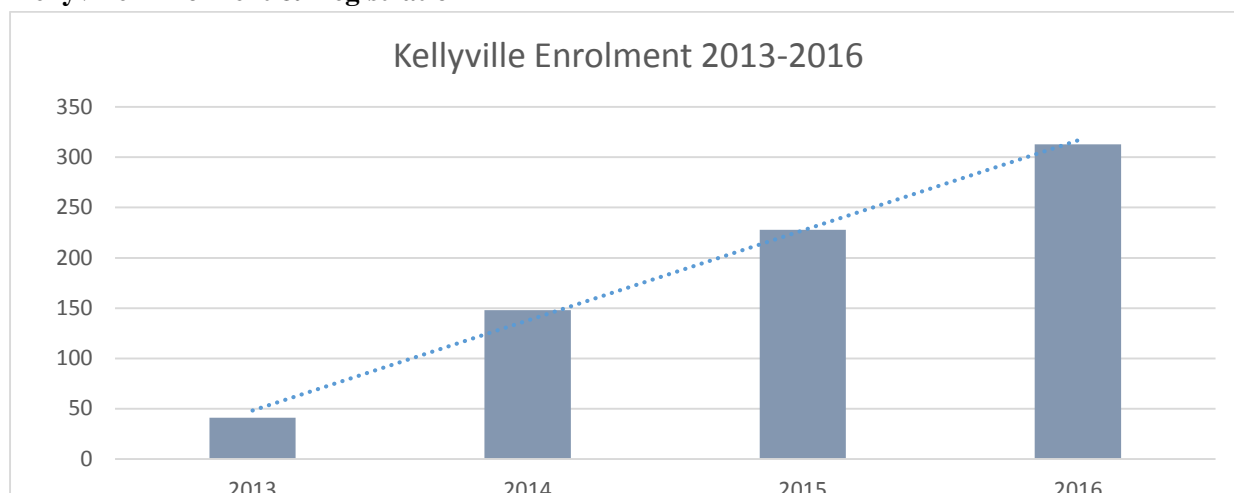


The graph below displays expenditure for the year ended 31 December 2015

Expenditure



Kellyville Enrolment & Registration



This graph shows the rapid increase of the school enrolment for the period from 2013 to 2016. The Academy is supporting this increase by investing in new buildings. It is expected the students number will be doubled in the near future years.

2015 Kellyville News

AIA managed to invest in capital as follows

- Construction work continues to progress and \$182,944 has been paid towards capital works in 2015
- Furniture and equipment consisting mainly of new classroom tables and chairs \$29,657
- Computer and IT equipment for the benefit of our students \$ 31,467

Current Projects - AIA Kellyville Stage 3

AIA Kellyville stage 3 major construction will commence in 2016 at a total cost of \$5,180,181 after a very successful tendering process.

AIA looks forward to the completion of this project to give our students and the wider community a state of the art education facility.

AIA wishes to acknowledge and thank both the Federal and State Governments for their continuous support and contributions and we will always endeavour to provide the best education for our students and school community.

